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AUTHOR Martin, Joyce; Looney, Era
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ABSTRACT

Designed for use in a self-paced, open-entry/open-exit vocational training program for a floriculture aide, this program guide is one of six for teachers of adult women offenders from a correctional institution. Module topic outlines and sample lesson plans are presented on eleven topics: occupational opportunities in the retail florist industry; personal qualifications for success, the art of selling flowers, paperwork, display, floral supplies and equipment, storing and handling cut flowers and greenery, potted plants and their care, soil and other plant-growing media, growing plants, and propagating plants. For each topical area the concept, performance objectives, generalizations, occupational competencies, suggested learning activities, and criterion-referenced measures are listed. A job description and career ladder are included. A training plan outline suggests approximate time periods for each topic within a twenty-five-week program. (The final report of the project to develop and field test the six guides is CE 017 808). (Author/JH)

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FLORICULTURE AIDE

Joyce Martin

Era Looney

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

Skills needed by a floriculture aide have changed over the past two decades. New methods of marketing, retailing and stockkeeping, plus newer products and ideas make floral retailing and wholesaling an exciting career requiring new and varied skills.

The Floriculture Aide presents curriculum materials appropriate for improving floriculture skills needed by the floriculture aide. However, the design, format, and content can easily be adapted for a variety of public or private programs. The modules are planned as separate, self-contained, and non-sequential units which may be used singly or in combination.

In an effort to compensate for the possible lack of "hands-on" experience, governed by the facilities available, it is strongly suggested that resource persons and visual materials be used frequently.

The "Instructional Objectives" listed for each module topic specify trainee performance to be demonstrated upon completion of instruction. In the Module Topic Outline under "Criterion-Referenced Measures" are listed performance guides relating to each objective. The occupational "Competencies" listed in the Module Topic Outline for instructors refer to competencies the graduate of the training program would be able to perform on the job. The assumption is that trainees will be able to perform the listed competencies in an actual work setting if they can demonstrate satisfactory achievement of instructional objectives on the basis of criterion-referenced performance evaluation.

Occupational competencies are derived from V-TECS catalog task analyses whenever possible. All V-TECS references for the Floriculture Aide may be

found in a Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Floriculture Workers. This source may be helpful to the instructor in providing additional information for instructional purposes.

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INTRODUCTION

The Floriculture Aide works under direct supervision of the owner or manager of a floriculture establishment. The floriculture aide should be able to read, write, and have some proficiency in working with numbers to complete paperwork accompanying business transactions. Oral communication skills are important in dealing with customers face-to-face and over the telephone. Artistic ability and/or training would also be an asset in fashioning floral pieces for weddings, balls, funerals, special holidays, and in preparing displays. No diploma or certificate of high school completion is required, although it would likely enhance employment prospects in floriculture establishments. Good health and stamina are required for bending, stooping, lifting, and working extra hours at peak seasons.

With skills developed in this course, the floriculture aide should be able to obtain entry-employment in a retail or wholesale floriculture establishment, including nurseries. A typical job description for the floriculture aide is included on page 4.

The curriculum for floriculture aide includes a module topic outline and sample lesson plans for use by an instructor for preparing individuals who desire work in such an occupation.

Materials developed for direct use with trainees is placed in Appendixes at the end of the instructor's module topic outline (see Table of Contents). For ease in relating each section of trainee material to its respective module topic in the teaching outline, color coding is used. The first page of each module topic is color coded to the first page of the section of trainee material which accompanies that module topic.

It is not mandatory that sections of trainee material be sequenced in the

order presented herein. Instead, each module topic and its accompanying trainee material are designed as discrete units to facilitate use in open-entry/open-exit training programs. If the instructor prefers to unite sections of trainee material into a workbook for direct use by trainees, trainee material can be separated out and combined in a ring binder.

PROFESSIONAL NOMENCLATURE

Competency - One of the distinct major activities involved in the work formed on the job in a given occupational role.

Criterion-referenced measure - An exercise based upon an instructional objective, the accomplishment of which measures attainment of that objective.

Curriculum guide - A set of occupational training materials to be used for a course, including modules containing instructor and student resources.

Instructional objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a trainee under specified conditions in a classroom or laboratory setting.

Instructor - Teacher/work supervisor who facilitates instruction using this curriculum guide in a group or individualized setting.

Module - A unit of instruction within a curriculum guide containing module topic outlines for the instructor and materials for use with students (i.e., individualized learning packages, programmed instruction, or group lesson plans. A module is a separate, self-contained, and non-sequential unit to be used singly or in combination with other modules.

Task analysis - A process of reviewing actual job content and context in business and industry for application to the development of instructional objectives, criterion-referenced measures, and quality control within a program of vocational-technical education. V-TECS catalogs are derived from such a task analysis.

Trainees - Students who would receive instruction in an occupational training program based on this curriculum guide.

FLORICULTURE AIDE JOB DESCRIPTION[1]

The Floriculture Aide designs and fashions floral pieces and decorations. Selects natural and artificial flowers and foliage, wires pins, and wraps stems with floral tape to form bouquets and corsages, sprays, wreaths, centerpieces and other designs. Plans floral settings for events, such as weddings and balls. Plans and prepares displays. Sells flowers. Completes order forms when receiving orders. Stores and handles cut flowers and greenery. Uses floral supplies and equipment, cares for potted plants, and prepares flowers for shipment.

---

[1] U.S. Department of Labor, Dictionary of Occupational Titles (Washington: Government Printing Office, 1965).

FLORICULTURE AIDE

General Job Description:

- work with people as well as flowers and plants
- work in setting with objects of living natural beauty
- tasks vary throughout day and year, as array of flowers changes with seasons
- work long hours, especially during peak holiday rushes

I. Personal Qualifications

A. Abilities and skills

1. Communicate in writing--spelling and legible penmanship for enclosure cards, sales slips, credit records, and statements; proper completion of forms
2. Communicate orally--correct grammar, distinct speech, friendly tone
   a. Supervisor
   b. Fellow workers
   c. Customers
3. Possess skill in arithmetic
   a. Make change
   b. Figure sales
   c. Operate adding machine and cash register
4. Able to drive and hold license--make deliveries to homes, hospitals, funeral homes, etc.
5. Possess manual dexterity--use hands skillfully
6. Possess creativity

B. Personality and appearance--Possess characteristics as follows:

1. Versality
   a. Selling
   b. Designing

c. Handling and caring for flowers and plants

d. Making deliveries

e. Housekeeping

f. Record keeping

g. Stockkeeping

h. Advising customers

2. Friendliness

3. Dependability

4. Orderliness

a. Sweeping and cleaning after working with soil and water

b. Keep paperwork orderly

5. Appearance

a. Conscientious grooming and cleanliness

b. Businesslike dress

C. Physical Fitness

1. Possess stamina for long, hard hours during peak periods

2. Able to bend, kneel, lift, carry, stand for long periods of time

D. Knowledge

1. Demonstrate appropriate care for plants and flowers, both at shops and in the home

2. Apply the basic principles of flower arranging

3. State the names of kinds of flowers and varieties of each

4. Demonstrate techniques of selling in the store and on the telephone

5. Describe policies and practices of retail flower shops

II. Job Tasks and Skills

A. Displays

1. Timeliness, according to seasons and events

2. Color scheme

3. Lighting

4. Utilization of space

5. Theme

6. Layout and composition

7. Display materials

8. Decorative props

9. Setting up and arrangement of display

B. Delivery

1. Necessary paperwork

2. Packaging

3. Loading the delivery vehicle

4. Presentation and placement for recipient

5.

C. Flowers by wire

1. Operation of industry organizations

2. Sending and receiving orders

D. Storing and handling cut flowers and greenery

1. Unpacking and storing

2. Stem preparation

3. Refrigeration

4. Containers

E. Potted plants and their care

1. Temperature, light, humidity

2. Water

3. Fertilizers

4. Insects and diseases

5. Soil

6. Flowering plants

7. Foliage plants

8. Constructing terrariums

F. Flowers for weddings--aids for selling (dispiay/bouquet)

G. Flowers for holidays--displays

H. Flowers for funeral

I. Permanent (artificial) flowers and plants

J. Making dried arrangements

III. Providing Customer Services

A. Wrap and package potted plants

B. Pack and wrap fresh flowers

C. "Use care" labels

D. Answering customer complaints

CAREER LADDER IN

Ladder in Floriculture/Retail Establishment

Level	Dot. No.	Existing Titles	Proposed Titles
Top Step Professional	097.228	Teacher, retail floriculture	
Step Professional/ Managerial	185.168	Retail flower shop owner	
Step Supervisor/ Managerial	185.168	Retail flower shop owner	
Step Assistant	142.081	Floral designer	
Step Assistant	289.358	Salesperson	
Entry	292.358	Deliveryperson	

FLORICULTURE: Retail Floriculture Aide*

Work Description	Minimum Qualifications
Plans and conducts classes in floriculture. Helps trainees attain knowledge and develop skills in flower shop management and designing...Supervises student work experiences.	Bachelor's degree plus experience. Skill in leadership, organization, and sales. High level communication skills and artistic ability.
Manages a flower shop or hires a manager. Makes or approves operational decisions including such major decisions as financing and expansion. Hires and trains exployees.	Post high-school education. Leadership, organization, and sales abilities in addition to verbal, mathematical skills. Creative/artistic ability.
Employs, trains, and supervises salespersons, deliverypersons, and floral designers...Plans work schedules. Orders supplies and takes inventories. Coordinates all buying, prices merchandice to be sold. Coordinates sales promotions and advertising. Supervises all bookkeeping.	Same as above.
Develops decorative schemes, selects plant materials and other supplies, designs and constructs home and hospital arrangements, funeral arrangements, corsages and arrangements for special occasions. May paint wreaths and sprays.	High school/equiv. Verbal and mathematical skills, creative/artistic ability. Some leadership ability plus skill in organization and sales.
Welcomes customers to the store, advises customers, shows flowers or arrangements to customers, sells merchandise, packages orders. Records phone numbers, addresses and other pertinent information. Takes orders by telephone. Sends floral orders via FTD/Tele Flora.	High school/equiv. Verbal, mathematical, and manual skills. Creative/artistic ability plus ability to organize and sell. Some leadership ability.
Packages orders, loads flowers into compartments in the delivery truck. Delivers floral orders to customers. Repairs damaged arrangements. Handles customer receipts. Performs other jobs in spare time.	High school/equiv. Verbal and manual skills plus ability to sell.

*Format from AHEA's Career Ladders and Lattices in Home Economics and Related Areas: Possibilities for Upgrading Household Employment (Washington: American Home Economics Association, 1971).

FLORICULTURE AIDE TRAINING PLAN

Suggested Time - 25 weeks

Topics	Approximate Time
Occupational Opportunities in the Retail Florist Industry	1 week
Personal Qualifications for Success	1 week
The Art of Selling Flowers	1 week
Paperwork	2 weeks
Display	2 weeks
Floral Supplies and Equipment	1 week
Storing and Handling Cut Flowers and Greenery	3 weeks
Potted Plants and Their Care	3 weeks
Soil and Other Plant-Growing Media	1 week
Growing Plants	1 week
Propagating Plants	1 week
Plant Disease and Pest Control	2 days
Wiring Flowers	3 days
Flowers for Special Occasions	2 weeks
Permanent Flowers and Plants	3 weeks
Preparing for Shipment and Delivery	2 weeks

LIST OF TERMS

Air layering - Propagation method in which the stem of the plant is wounded, wrapped with moist sphagnum moss, and sealed with polyethylene. After roots have formed, the moss is removed and the section of stem is severed and potted.

Arrangement - A floral design in a container.

Boutonniere - A flower worn on a coat lapel.

Bud - An undeveloped shoot, leaf, or flower. Also the vegetative outgrowth from a yeast cell.

Bulb - Underground bud surrounded by swollen leaf bases held togetner by a basal plate from which roots will grow.

Calyx - The lower part of a floral organ, composed of sepals, usually green and leaflike.

Centerpiece - A floral design to be placed in the center of a table.

Characteristics - Qualities.

Competency - Ability to perform well.

Creative - Able to have new ideas.

Cutting -- A severed portion of a plant used for propagation; usually refers to stem cutting.

Designer - A person who plans and makes artistic things.

Dexterity - Skill with the hands.

Division - Propagation method in which plants are removed from the soil, broken into smaller sections and replanted.

Fern - A type of simple green plant that reproduces by means of spores.

Fertilizer - Any substance used to enrich the nutrient content of the soil, replacing those minerals that may have been used up by the growing processes of plants.

Fertilization - The process in flowering plants that results in the fusion of the ovule by the sperm cell.

Fibrous - Term applied to tissue consisting of elongated, thick walled supporting cells. Example: woody, fibrous tissue.

Floriculture - The business of growing and selling flowers.

Flower - The organ that carries out the reproductive function in complex plants. Often brightly colored and scented.

Flowering plant - Any green plant that reproduces itself sexually by means of flowers.

Foliage - The leaves of a plant or a group of plants.

Germination - The resumption of growth of an embryo or spore.

Humidity - The amount of moisture in the atmosphere; an important factor in plant growth.

Humus - Partially decomposed organic material found as part of the soil, essential to the fertility of the earth.

Leaf - One of the expanded, usually green, organs of a plant borne by the stem.

Leaf cutting - A severed leaf that is placed in a rooting medium for the purpose of propagation.

Manager - The person in charge of a shop.

Medium - Any material in which cuttings are placed to form roots or material in which plants are placed for continued care.

Nitrogen - One of the chemicals necessary for plant growth; essential for good foliage development.

Node - The region of the stem where one or more leaves are attached. Buds are commonly borne at the node in the axils of the leaves.

Perlite - A commercial rooting medium, made from volcanic ash. Also used to improve soil texture and drainage.

Phosphorous - One of the chemicals necessary for plant growth; essential for deep root system, sturdy stems and the production of flowers and fruits.

Pistil - One of the main flower parts, consisting of stigma, style and ovary.

Potassium - One of the chemicals necessary for plant growth; essential for the general vigor of the plant and resistance to disease.

Preservative - A material that prolongs the usefulness of something perishable.

Receipts - Written records of a sale.

Reproduction - The formation of a new individual by vegetative or sexual means.

Retail - Selling to the person who will use the item.

Root - A part of the body of a plant that typically grows downward into the soil, supporting the plant and absorbing nutriments and moisture.

Rooting - The formation of roots by a stem or leaf cutting or by air layering.

Seed - The fertilized, matured ovule of a flowering plant consisting of an embryo and stored food, and enclosed by seed coats.

Spray of flowers - A loose cluster of flowers.

Stem - A part of the body of a plant that typically grows upward and supports the leaves, flowers and fruits.

Stem cutting - A severed portion of a stem that is placed in a rooting medium for the purpose of propagation.

Tap root - A stout, tapering main root growing downward from which arise smaller lateral roots.

Vegetative propagation - The increase of new plants from existing ones, asexually by any of the following horticultural methods: layering, budding, grafting or cuttings.

Vermiculite - A commercial product made from expanded mica, used as a rooting medium.

Pre- and Post-Tests*

1. Write three questions which you should ask when a customer comes in to the retail flower shop.

   a.

   b.

   c.

2. What container is suitable for arranging one to three flowers?

3. What symptoms of plant disease or neglect are indicated when the lower leaves of a foliage plant begin to yellow and even drop off?

4. What plant disease is indicated when the undersides of leaves of a foliage plant are covered with tiny, fuzzy, white specks?

5. List three hand tools for flower arranging and write how they are used.

   a.

   b.

   c.

---

*This instrument was used by research project personnel in pilot-testing the indicated portions of this material with trainees.

6. Write one reason why fresh flowers are sent over the country by wire.

7. The flowers men wear are called _____.

8. The _____ should be the first to hang up the telephone.

9. Customers are known to leave a place of business because of _____ _____

10. The owner of a business is also known as the _____.

11. You are being trained to be a _____ in a flower shop.

Directions: Questions 12-17.

Below, write "True" in the blank following each statement which is true, and write "False" in the blank for each statement which is false.

12. When handling a customer's complaint, it is best to listen to the entire complaint before suggesting a solution. _____

13. If the customer is wrong, smile to yourself, and "jump all over him," telling him his mistakes! _____

14. When taking an order over the telephone, hurry through the customer's questions and just aim to sell as much as you can. _____

15. If a customer is ordering flowers for a funeral, say "thank you" at the completion of the sale. _____

16. It is essential to get the customer's name and billing address on each sale. _____

17. A delivery person needs to only worry about delivering flowers. It doesn't matter how he or she looks or drives. _____

18. Is there a difference between perlite, clay, and peat? If so, what?

19. What is the difference between a so-called natural soil and a synthetic soil?

20. Is clay a good soil to have when very high aeration is desired? Why?

21. What is the quickest way to reproduce a plant?

22. What is the meaning of the word "propagation?"

23. What is the difference between sexual and asexual propagation?

Key for Pre- and Post-Tests
Floriculture Aide

1. a. Type of arrangement (occasion)
   b. Price bracket
   c. Type of flowers
   (Or any other appropriate response.)
2. Bud vase
3. Either too much water or not enough; not enough sunlight.
4. Organic disease: insects that eat the leaves of the plant.
5. a. Knife to cut flowers and strip leaves
   b. Clippers to trim and shape
   c. Oasis (base to hold flowers)
6. So that flowers will arrive fresh.
7. Boutonniere.
8. Customer
9. Poor service
10. Florist
11. Florist aide, floriculture aide (or assistant)
12. True
12. False
14. False
15. False
16. True
17. False
18. Yes. These are three essential materials used in preparing a good potting soil. Perlite is used for aeration, peat is used for minerals, and clay is used for a base.
19. Natural soil is untreated soil, while synthetic soil is either manmade or treated with nutrients essential for good growth of plants.
20. No, it is too compact.
21. By asexual reproduction (i.e., growing a plant from a stem or leaf of an existing plant, or similar response).
22. The reproduction of a plant by either sexual or asexual means.
23. Sexual propagation means growing a new plant from seed. (Both male and female plant parts are needed.) Asexual propagation means growing an entirely new plant from the stem or leaf of an already-existing parent plant (i.e., air layerage or root cutting).

FLORICULTURE AIDE MODULE TOPIC OUTLINES

Module Topic: Occupational Opportunities in the Retail Florist Industry

Generalization: *Floriculture is a growing industry providing a variety of jobs for workers. Careers in floriculture may be placed in five basic categories: (1) growers, (2) wholesalers, (3) retailers, (4) teachers, and (5) researchers.*

Instructional Objective:

Given the yellow pages section of a city telephone directory and six job information sheets prepared by the instructor, identify in writing three floriculture establishments with potential positions appropriate to training; identify five job opportunities in the retail florist industry, three duties performed in each job, and the potential for advancement in floriculture.

Competencies	Criterion-Referenced Measures
1. Identify local floriculture establishments with potential positions appropriate to training.	1. Write a paper (at least three pages) which describes at least three floriculture establishments with potential positions appropriate to training in your locality, describes five job opportunities in floriculture, lists three duties which must be performed in each job, and identifies three opportunities for advancement in the retail florist industry.
2. Identify duties performed and skills needed in various jobs relating to the retail flower business.	

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- The Society of American Florists, Opportunities for You in the Florist Industry	
- Have trainees write a one- or two-page paper on why they selected the florist business for occupational training.		
- Discuss with trainees opportunities in the retail florist industry (e.g., professional, managerial, supervisory, technical, and service workers).		
- Have trainees use telephone directory to identify florist establishments with potential positions for employment.		- Pencils, paper, telephone directory(s)
- Assign related readings.	- Penn. State Univ., Retail Flower Shop Operation and Management, pp. 1-10 - Pfahl, Peter B. The Retail Florist Business, pp. 8-13	
- Have trainees role play employees and employers relating to different job opportunities.		
- Give trainees handout on floral occupational opportunities. (See Appendix A.)		- Handout: Occupational Opportunities
- Have a local florist talk to trainees on duties performed and skills needed in various floriculture jobs.		

Competencies	Criterion-Referenced Measures
3. Identify potential for advancement in local floriculture establishment.	

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainees prepare a chart indicating various floriculture jobs. Chart must include a list of duties which need to be performed and the skills needed for each specified job.	- Curtis Nelson, A Two-Year Program in Vocational Horticulture, pp. 501-502	
- Invite a floral shop owner or manager to talk to trainees on opportunities for advancement in the business. Give trainees handout (person climbing up ladder). (See Appendix A.)		- Floral shop owner or manager - Handout - Paper, pencils
- Have trainees write a paper on opportunities for advancement in floriculture.		

OCCUPATIONAL OPPORTUNITIES IN THE RETAIL FLORIST INDUSTRY

REFERENCES*

Books and Articles

Introduction to Horticulture. Athens, Ga.: Division of Vocational Education, University of Georgia, 1976.

Opportunities for You in the Florist Industry. Alexandria, Va.: The Society of American Florists, n.d.

Pfahl, Peter B. The Retail Florist Business. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1968.

* Stinson, Richard F., Project Director. Retail Flower Shop Operation and Management. Teacher Education Series. Vol. 9, No. 1t. University Park: The Pennsylvania State University, College of Agriculture, 1968.

Free and Inexpensive Materials

* Lucal, Karle A. An Analysis of the Wholesale Florist Occupation. Columbus, Ohio: The Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1975.

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*Indicates uncopyrighted material.

Appendix A
Floral Occupational Opportunities

Teacher of Retail Floriculture[1]

Duties Performed

Plans and conducts classes, demonstrations, and field trips
Helps students attain knowledge and develop skills
Teaches units such as:
- flower shop management
- designing
- product knowledge, etc.

Supervises student work experience programs (on-the-job training)

Aptitudes and Competencies Needed

	None	Little	Some	Much
Aptitudes				
Verbal	___	___	___	x
Manual dexterity	___	___	___	x
Mathematical	___	x	___	___
Creative	___	___	___	x
Artistic	___	___	___	x
Reading	___	___	___	x
Competencies				
Leadership	___	___	___	x
Organizational	___	___	___	x
Sales	___	___	___	x

Job Description

Outlook	very good
Salary	$8,000-$14,000
Duties	varied
Daily schedule	regular hours
Yearly employment	stable
Location of work	indoors
Physical work	light

Educational Level -- Minimum Education Required to Perform the Occupation

Less than high school	___
High school	___
Post high school	___
College	x

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[1]Richard F. Stinson, Project Director, Retail Flower Shop Operation and Management, Teacher Education Series, Vol. 9, No. 1t (University Park: The Pennsylvania State University, College of Agriculture, 1968), pp. 4-10. Used by permission.

Retail Flower Shop Owner

Duties Performed

May manage the shop
May hire a manager and help him in making operational decisions
Makes major decisions involving such matters as financing, expansion, or relocation
Hires and trains employees

Aptitudes and Competencies Needed

	None	Little	Some	Much
Aptitudes				
Verbal				x
Manual dexterity				x
Mathematical			x	
Creative				x
Artistic				x
Reading				x
Competencies				
Leadership				x
Organizational				x
Sales				x

Job Description

Outlook	very good
Salary	$3,000-$20,000
Duties	decision making
Daily schedule	flexible
Yearly employment	stable
Location of work	indoors
Physical work	medium

Educational Level -- Minimum Education Required to Perform the Occupation	
Less than high school	
High school	
Post high school	x
College	

Retail Flower Shop Manager

Duties Performed

Employs, trains, and supervises flower designers, salespersons, and delivery personnel
Plans work schedules
Orders supplies and takes inventories, coordinates all buying
Prices products to be sold
Coordinates sales promotion and advertising
Supervises record keeping

Aptitudes and Competencies Needed

	None	Little	Some	Much
Aptitudes				
Verbal				x
Manual dexterity			x	
Mathematical			x	
Creative				x
Artistic			x	
Reading				x
Competencies				
Leadership				x
Organization				x
Sales				x

Job Description

Outlook . . . . . very good
Salary $5,000-beginning
$10,000-maximum
Duties . . . . . varied
Daily schedule . . . . . regular hours
Yearly employment . . . . . stable
Location or work . . . . . indoors
Physical work . . . . . medium

Educational level -- Minimum Education Required to Perform the Occupation

Less than high school	
High school	
Post high school	x
College	

Flower Designer

Duties Performed

Designs and constructs:
- a. home and hospital arrangements
- b. funeral designs
- c. corsages
- d. arrangements for special occasions

Selects plant materials and other supplies
May develop decorative schemes

Aptitudes and Competencies Needed

	None	Little	Some	Much
Aptitudes				
Verbal			x	
Manual dexterity				x
Mathematical			x	
Creative				x
Artistic				x
Reading		x		
Competencies				
Leadership		x		
Organizational			x	
Sales	x			

Job Description

Outlook	very good
Salary	$2.30-$3.00/hour
Duties	specialized
Daily schedule	regular hours
Yearly employment	stable
Location of work	indoors
Physical work	light

Educational Level -- Minimum Education Required to Perform the Occupation

Less than high school	
High school	x
Post high school	
College	

Salesperson

Duties Performed

Welcomes customers to the store
Advises customers
Shows flowers or arrangements
Sells merchandise
May package orders
Records phone numbers, addresses, and other pertinent information
Takes orders by phone

Aptitudes and Competencies Needed

	None	Little	Some	Much
Aptitudes				
Verbal				x
Manual dexterity		x		
Mathematical				x
Creative			x	
Artistic		x		
Reading			x	
Competencies				
Leadership			x	
Organizational			x	
Sales				x

Job Description

Outlook . . . . . good
Salary . . . . . state minimum wage $2.30-$2.60
Duties . . . . . routine
Daily schedule . . . . . regular hours
Yearly employment . . . . . stable
Location of work . . . . . indoors
Physical work . . . . . light (much standing)

Educational Level -- Minimum Education Required to Perform the Occupation

Less than high school	
High school	x
Post high school	
College	

Office Worker

Duties Performed

Keeps books
Bills customers
Files sales receipts and other information
Types letters and reports
Answers the phone
May operate the cash register
May do some sales work

Aptitudes and Competencies Needed

	None	Little	Some	Much
Aptitudes				
Verbal	____	____	x	____
Manual dexterity	____	____	x	____
Mathematical	____	____	____	x
Creative	x	____	____	____
Artistic	x	____	____	____
Reading	____	____	____	x
Competencies				
Leadership	____	x	____	____
Organizational	____	____	____	x
Sales	____	____	x	____

Job Description

Outlook . . . . . good
Salary . . . . . $2.30-$2.60/hour
Duties . . . . . routine
Daily schedule . . . . . regular hours
Yearly employment . . . . . stable
Location or work . . . . . indoors
Physical work . . . . . light

Educational Level -- Minimum Education Required to Perform the Operation

Less than high school	____
High school	x
Post high school	____
College	____

Deliveryperson

Duties Performed

May package orders
Loads flowers into compartments in the delivery truck
Delivers flowers to persons, addresses, or departments
May repair damaged arrangements
Handles customer receipts
Does other jobs in spare time

Aptitudes and Competencies Needed

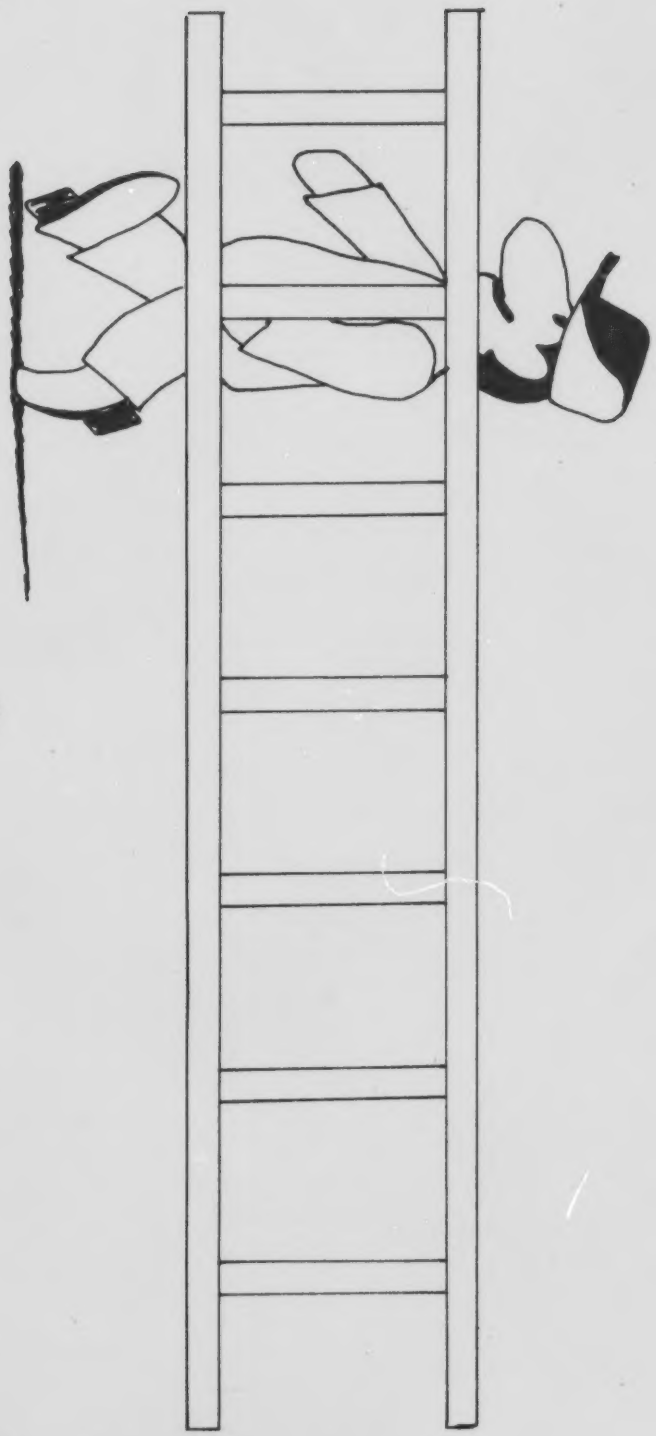
	None	Little	Some	Much
Aptitudes				
Verbal			x	
Manual dexterity				x
Mathematical		x		
Creative	x			
Artistic	x			
Reading			x	
Competencies				
Leadership	x			
Organizational	x			
Sales			x	

Job Description

Outlook . . . . . good
Salary . . . . . $2.30-$2.60/hour
Duties . . . . . variable
Daily schedule . . . . . regular hours
Yearly employment . . . . . stable
Location of work . . . . . indoor & outdoor
Physical work . . . . . medium

Educational Level -- Minimum Education Required to Perform the Occupation

Less than high school	
High school	x
Post high school	
College	



PROFESSIONALS

TECHNICIANS

SUPERVISORS

SALESPERSONS

SKILLED WORKERS

SEMI-SKILLED WORKERS

UNSKILLED WORKERS (Basic entry jobs)

Adapted from Introduction to Horticulture, Vocational Education Materials Center, University of Georgia, Athens, Ga.

Module Topic: Personal Qualifications for Success

Generalization: *An employee in the florist industry must possess certain basic skills if they are to be successful: friendly manner, business-like appearance, good physical fitness, creativity, good communication and math skills, and a thorough knowledge of flowers and plants.*

Instructional Objectives:

1. Given a role-play situation and a telephone, receive an incoming call from a customer ordering flowers for Mother's Day. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" or "not applicable" by the instructor.

2. Given instructions, pencil and paper, write a letter requesting clarification of the status of a late shipment of floral supplies and prompt delivery of such an order. A checklist will be used to evaluate the letter. All items on the checklist must be marked "yes" by the instructor.

3. Given paper, pencil and a situation where an employee earns $175.00 per week, with deductions of 5.85% for F.I.C.A. taxes, 14% for Federal Income Tax and 5% for state tax, $2.80 for life insurance, and $15.60 for health insurance, calculate the net salary. Calculation must be done in writing with 100% accuracy.

4. Given a list of ten driving practices safe and unsafe for highway driving, identify in writing all safe driving practices.

5. Given a ribbon, tape, pick and a rose with a stem, tape the pick to the rose stem and attach the ribbon to exhibit manual dexterity. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

6. Given a role-play situation requiring the meeting of personnel from two floral establishments in two different locations, meet the personnel and exhibit a friendly manner and a businesslike appearance. A checklist will be used to evaluate performance; six of the eight items on the checklist must be marked "yes" by the instructor.

7. Given five prepared floral orders ready to be placed in a delivery truck, move flowers to delivery truck and place in truck for delivery. Trainee must exhibit physical fitness in handling all merchandise. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

8. Given materials needed for preparing one collage (i.e. glue, construction paper, pictures from a magazine, etc.), prepare one collage. The collage will be rated according to originality by the instructor.

Competencies	Criterion-Referenced Measures
1. Demonstrate the following: a. oral communications b. written communications c. correct use of numbers d. safe driving practices e. manual dexterity f. creativity g. friendly manner h. businesslike appearance i. physical fitness in handling merchandise	1. a. Role-play situation involving answering the telephone. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist". b. Written letter requesting clarification of the status of a late shipment and prompt delivery of the order. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist". c. Calculation of net salary of employee with 100% accuracy (given gross salary and deductions). d. Identification in writing of safe driving practices from a list of safe and unsafe driving practices. e. Demonstration of manual dexterity. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist". f. Preparation of one collage to be rated according to originality. g. and h. Role-play situation involving meeting people. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist." i. Demonstration of physical fitness in handling merchandise. "Yes" ratings on all applicable items on the accompanying "Instructor's Checklist".

Instructor's Checklist

Check the trainee's performance in the following elements of answering the telephone in a role-play situation. Circle YES if the point was fully covered, NO if it was not covered, and N/A if not applicable.

	Activity	Rating		
1.	Answered promptly.	Yes	No	N/A
2.	Identified place of business and self.	Yes	No	N/A
3.	Listened attentively.	Yes	No	N/A
4.	Used pleasant voice.	Yes	No	N/A
5.	Recorded caller's name.	Yes	No	N/A
6.	Gave helpful suggestions when needed.	Yes	No	N/A
7.	Displayed interest in customer's request.	Yes	No	N/A
8.	Recorded order accurately.	Yes	No	N/A
9.	Thanked customer for the order.	Yes	No	N/A
10.	Replaced receiver on telephone.	Yes	No	N/A
11.	Discussed order with the owner of the business.	Yes	No	N/A

Instructor's Checklist

Check the trainee's performance in the following elements of writing a letter requesting clarification of the status of a late shipment and prompt delivery of the order. Circle YES if the point was fully covered and NO if it was not covered.

Activity	Rating	
1. Capitalized all words requiring capitalization.	Yes	No
2. Used complete sentences.	Yes	No
3. Used appropriate grammar.	Yes	No
4. Expressed ideas clearly.	Yes	No
5. Used accurate punctuation.	Yes	No
6. Thorough.	Yes	No
7. Well organized.	Yes	No
8. Used accurate spelling.	Yes	No
9. Wrote letter in the standard form of a business letter.	Yes	No

Instructor's Checklist

Check the trainee's performance in the following elements of demonstrating manual dexterity. Circle YES if the point was fully covered and NO if it was not covered.

Activity	Rating
1. Pick was placed snugly against the stem.	Yes No
2. Sufficient amount of tape was used to secure stem.	Yes No
3. Tape was applied to stem and pick in a neat manner.	Yes No
4. Ribbon was attached in such a way as to enhance the appearance.	Yes No

Instructor's Checklist

Check the trainee's performance in the following elements of meeting people in a role-play situation. Circle YES if the point was fully covered and NO if it was not covered.

	Activity	Rating	
1.	Greeted personnel with a smile.	Yes	No
2.	Exhibited courtesy.	Yes	No
3.	Got along well with other personnel.	Yes	No
4.	Exhibited a good sense of humor.	Yes	No
5.	Exhibited consideration of other personnel.	Yes	No
6.	Made an effort to see other personnel's point of view.	Yes	No
7.	Was tactful in manner.	Yes	No
8.	Dressed appropriately for the occasion.	Yes	No

Instructor's Checklist

Check the trainee's performance in the following elements of exhibiting physical fitness in handling merchandise. Circle YES if the point was fully covered and NO if it was not covered.

Activity	Rating	
1. Handled flowers with ease.	Yes	No
2. Placed flowers in an appropriate place in the truck without difficulty.	Yes	No
3. Indicated no physical stress or strain when lifting flowers.	Yes	No

Teaching-Learning Strategies*	References	Materials, Media, & Other Resources
- Administer a pretest to determine trainees' strength and weaknesses regarding communication skills.	- M. F. Gerding, Retail Floristry Sales and Merchandising, pp. 7-12	- Teacher-prepared pretest
- Have trainees role play a business situation which would require oral communications. (Receive an incoming call from a customer ordering flowers for Mother's Day.)	- Gerding, Retail Floristry, pp. 26-29.	- Toy telephone
- Prepare with class a letter requesting information regarding a late shipment of floral supplies, using a specified requisition.	- V-TECS, p. 20	
- Prepare transparencies and explain how net salary is determined. Show gross salary and deductions for various taxes and employee benefits.		- Transparencies, overhead projector
- Have trainees calculate net salary of an employee who earns $175.00 per week. Deductions from salary include 5.85% for F.I.C.A. taxes, 14% for Federal Income Tax, 5% for state income tax, $2.80 for life insurance, and $15.60 for health insurance.		- Paper, pencils
- Prepare posters on safe driving and discuss the importance of safe driving with trainees.	- Gerding, Retail Floristry, p. 8	
- Have trainees play games requiring skill in numbers and manual dexterity. Give trainees a ribbon, tape, pick and a rose with a stem and have them tape the pick to the rose stem and attach the ribbon.	- Doug Morse, The Little Green Thumb, Window Garden with Seeds	- Ribbon, tape, pick, rose with stem
- Have trainees prepare individual collages to express creativity in design.		- Dried plant and flower materials, glue, construction paper, spray paint
- Have a guest speaker talk to trainees about the importance of good physical fitness, friendliness, and business-like appearance.		
- Give trainees prepared floral orders to be placed in truck to demonstrate physical fitness in handling merchandise.		

*This material was pilot-tested by research project personnel.

PERSONAL QUALIFICATIONS FOR SUCCESS

REFERENCES*

Books and Articles

Gerding, Mildred F. Retail Floristry, Sales and Merchandising. Austin: Instructional Materials Center, The University of Texas, 1976.

Vocational-Technical Education Consortium of States. A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Floriculture Workers. Tallahassee: Florida Department of Education; Division of Vocational, Technical and Adult Education, Agricultural and Natural Resources Education Section, 1976.

Free and Inexpensive Materials

* Lucal, Karle A. An Analysis of the Wholesale Florist Occupation. Columbus, Ohio: The Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1975.

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*Indicates uncopyrighted material.

Lesson Plan*

MODULE TOPIC:	Personal Qualifications for Success
LESSON TOPIC:	Personal Evaluation of Qualifications
OBJECTIVE:	Given opportunities for personal assessment, the floristry trainee will note individual qualifications which should be improved for successful entry into floristry occupations.
INTRODUCTION:	Many requirements are needed for an employee in the field of floriculture. To help you determine whether this field is suitable for you and what you must do to improve your qualifications, we will give you questionnaires and let you try out some situations to get a feel for what this job would be like.
METHOD:	Written Questionnaires Roleplaying
LEARNING ACTIVITY:	Trainees will complete a written questionnaire, the "Work Experience Form" from FTD Professional Florist's Institute. Trainees will prepare an individual collage to express creativity in design. Display and overview of "Tools of the Trade" and supplies for floriculture. Trainees will roleplay assisting a customer who requests an intricate cut flower arrangement five minutes before closing time, to be used for a dinner party that evening. Trainees will roleplay a supervisor and employee setting arrangements to work Christmas Eve, after the employee had originally obtained approval to be at home with her children.
RESOURCES:	Dried plant and flower material, glue, construction paper, spray paint for collage. "Work Experience Form". Tools and supplies for floriculture.
EVALUATION:	Originality of collages; completeness of forms; solutions to problems in roleplays. Trainees will exchange collages and forms for discussion and evaluation, and form inner/outer discussion circles to analyze roleplays.

*This material was pilot-tested by research project personnel.

WORK EXPERIENCE FORM*

Have you had experience that involved the following? If so, check (✓) the item.

	✓
1. Typing	
2. Filing	
3. Lifting bulky packages frequently	
4. Frequent kneeling and bending	
5. Standing for long periods of time	
6. Bookkeeping	
7. Selling	
8. Getting your hands dirty	
9. Dusting, sweeping and general housekeeping	
10. Writing up detailed sales slips clearly and accurately	
11. Talking to customers on the phone	
12. Working in a flower shop, greenhouse, gardenshop, or nursery	
13. Working with flowers at home	
14. Routing deliveries	
15. Making deliveries in a vehicle	
16. Loading trucks	
17. Wrapping gifts	
18. Decorating windows	
19. Other artistic work	
20. Washing store windows	
21. Working cash register	
22. Making sales on credit	

Is there anything you have checked which you would <u>not</u> be willing to do? If so, then <u>circle</u> that number.

*Used by permission of Florists' Transworld Delivery Association, Southfield, Michigan.

SUMMARY: Question and Answer

Point #1: The objective of this lesson was to note qualifications required for successful entry into floriculture.

Point #2: What are essential qualifications?

Point #3: What three areas do we need to improve as a class?

Point #4: What "tools of the trade" are used in floriculture?

Module Topic: The Art of Selling Flowers

Generalization: *Selling flowers and plants requires skills beyond mere transfer of flowers from the florist to the customer. The salesperson must sell service, convenience and the expressions for which flowers are used. An understanding of proper care and handling of cut flowers is required for customer satisfaction.*

Instructional Objectives:

1. Given an in-store role-play situation depicting a customer-employee encounter in which the customer is interested in purchasing flowers for one of the following occasions: (a) a funeral, (b) a wedding, (c) a sick friend, (d) a holiday, or (e) a prom, use a minimum of six appropriate techniques for selling floral merchandise to an in-store customer. A checklist will be used to evaluate performance. All items on the checklist must be marked "Yes" or "Not Applicable".

2. Given the use of a telephone and a situation requiring the use of proper procedures for selling floral merchandise to a telephone customer, role-play selling flowers to a telephone customer. The trainee must use a minimum of six recommended procedures for making a sale. A checklist will be used to evaluate performance. All items on the checklist must be marked "Yes" or "Not Applicable".

3. Given instructions and a form similar to an FTD or Teleflora form, fill out the form according to instructions given, including all information needed from a customer who is sending a floral order by wire.

Competencies	Criterion-Referenced Measures
1. Demonstrate proper techniques for selling floral merchandise to in-store customers, considering the following steps: a. greeting of customers b. determining customers' needs c. suggesting appropriate flowers d. selling flowers in stock e. handling price f. closing a sale g. selling additional items h. inviting customer to return i. advertising j. handling customer complaints	1. Role play which depicts a customer-employee encounter in which customer is interested in purchasing flowers for one of the following occasions: a. funeral b. wedding c. sick friend in hospital d. holiday e. prom (boutonniere for boy friend) All the techniques of selling flowers which have been learned should be applied. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
2. Demonstrate appropriate procedures for selling floral merchandise to telephone customers.	1. Role play which depicts proper procedures for selling flowers over the phone for a funeral or holiday occasion. (Note that since the customer cannot see the flowers he/she is ordering, salesperson must provide appealing suggestions and accurate descriptions of the merchandise. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
3. Describe special out-of-town delivery services for customers, particularly FTD and Teleflora.	1. Accuracy in sending (simulated) long-distance flower orders by telephone, telegraph, or mail.

Instructor's Checklist

Check the trainee's performance in the following elements of selling floral merchandise to an in-store customer. Circle YES if the point was fully covered, NO if it was not covered, and N/A if not applicable.

	Activity	Rating		
1.	Greeted customer, using good manners.	Yes	No	N/A
2.	Determined customer needs.	Yes	No	N/A
3.	Suggested appropriate flowers.	Yes	No	N/A
4.	Sold flowers in stock.	Yes	No	N/A
5.	Knew price of merchandise and handled price appropriately.	Yes	No	N/A
6.	Closed the sale, making sure order was correctly recorded and legible.	Yes	No	N/A
7.	Made an attempt to sell additional items.	Yes	No	N/A
8.	Invited the customer to call again.	Yes	No	N/A
9.	Expressed appreciation for the flower order or inquiry.	Yes	No	N/A

Instructor's Checklist

Check the trainee's performance in the following elements of selling floral merchandise to a telephone customer. Circle YES if the point was fully covered, NO if it was not covered, and N/A if not applicable.

	Activity	Rating		
1.	Answered promptly, giving shop identification and self identification.	Yes	No	N/A
2.	Determined customer needs.	Yes	No	N/A
3.	Suggested appropriate flowers.	Yes	No	N/A
4.	Sold flowers in stock.	Yes	No	N/A
5.	Knew price of merchandise and handled price appropriately.	Yes	No	N/A
6.	Closed the sale, making sure order was correctly recorded and legible.	Yes	No	N/A
7.	Made an attempt to sell additional items.	Yes	No	N/A
8.	Invited the customer to call again.	Yes	No	N/A
9.	Expressed appreciation for the flower order or inquiry.	Yes	No	N/A
10.	Replaced receiver on hook gently.	Yes	No	N/A

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Gerding, Retail Floristry, pp. 38-43 - Paul R. Krone, Starting and Managing a Retail Flower Shop, pp. 79-84	
- Discuss with class: 1. greeting of customers 2. determining customers' needs 3. suggesting appropriate flowers 4. selling flowers in stock 5. handling price 6. closing a sale 7. selling additional items 8. inviting customer to return 9. advertising 10. handling customer complaints		
- Give trainees complaint form. (See Appendix B.)	- Pfahl, The Retail Florist Business, pp. 146-158	- Complaint form
- In a simulated setting have trainees role play the selling of floral merchandise to a telephone customer. Trainees must use all steps involved in making a sale. Discuss correctness of procedures; evaluate each trainee's performance.	- "The FTD Sound Selling Series" - "Telephone Sales Training Kit for Experienced Employees"	- Record - Audio cassette
- Discuss with trainees special out-of-town delivery services for customers (i.e., FTD, Teleflora, Intraflora, and Florafax).	- Krone, Starting and Managing a Retail Flower Shop, pp. 115-117	
- Have trainees fill out a form similar to FTD or Teleflora form, including all information needed from a customer who is sending a floral order by wire.	- Gerding, Retail Floristry, pp. 97-102	- Blank order forms from wire organizations such as FTD and Teleflora

Competencies	Criterion-Referenced Measures

(See Competency 3, page 40.)

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainees list necessary information the salesperson should obtain when a flowers-by-wire order is received.	- Univ. of Texas, Floristry Merchandising and Services	- Paper, pencils

THE ART OF SELLING FLOWERS

REFERENCES*

Books and Articles

Floristry Merchandising and Services and Answer Book. Austin: Industrial and Business Training, Division of Extension, The University of Texas, 1970.

Gerding, Mildred F. Retail Floristry, Sales and Merchandising. Austin: Instructional Materials Center, The University of Texas, 1976.

* Krone, Paul R. Starting and Managing a Retail Flower Shop. Washington: Government Printing Office, 1970.

Pfahl, Peter B. The Retail Florist Business. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1968.

Audio-Visual Aids

Audio Cassette

"Telephone Sales Training Kit for Experienced Employees," Florists' Transworld Delivery Association, Southfield, Michigan.

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*Indicates uncopyrighted material.

APPENDIX B

COMPLAINT FORM

DATE_____

ORIGINAL ORDER #_____ APPROX. TIME_____

ORDERED BY: _____

_____

PHONE:_____

DELIVERED TO: _____

_____

PHONE:_____

PROBLEM:

DELIVERED BY:_____CONTACTED_____

BEING CHECKED BY:_____

REPLACEMENT ORDER #_____

ADJUSTMENT:_____

_____

_____

ORIGINAL ITEM PICKED UP BY:_____DATE_____

Module Topic: Paperwork

Generalization: *The success of the florist industry depends to a large extent on the correct handling of paperwork. The task of getting the right flowers to the right place at the right time is easier if all paperwork is accurate. Paperwork required by the florist industry includes (1) sales tickets, (2) delivery tags, and (3) delivery sheets for each order.*

Instructional Objectives:

1. Given a catalog of supplies and equipment, a requisition form, and a list of supplies and equipment to be ordered by a floral establishment, prepare one requisition. A checklist will be used to evaluate performance. All items on the checklist must be marked "Yes".

2. Given an order form and a role-play situation requiring an order to be filled for flowers to be sent to a patron outside of town, complete the order form. A checklist will be used to evaluate performance. All items on the checklist must be marked "Yes".

Competencies	Criterion-Referenced Measures
1. Apply written communication skills and mathematical skills to complete a variety of business forms.	1. Accuracy in completion of various business forms filled out by the trainee in sample transactions will be determined. a. Requisition form for supplies and equipment will be prepared. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist". b. Order form for flowers to be sent out of town will be completed in a role-play situation. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".

Instructor's Checklist

Check the trainee's performance in the following elements of preparing a requisition for floral supplies and equipment. Circle YES if the point was fully covered, and NO if it was not covered.

Activity	Rating	
1. All items on the supplies and equipment list were included on the requisition.	Yes	No
2. Sales price was correct for each item.	Yes	No
3. Quantity was accurately specified.	Yes	No
4. Correct item description was used.	Yes	No
5. Heading of requisition was completed.	Yes	No
6. Body of requisition was completed.	Yes	No

Instructor's Checklist

Check the trainee's performance in the following elements of filling out an order form for flowers to be sent out of town in a role-play situation. Circle YES if the point was fully covered and NO if it was not covered.

	Activity	Rating	
1.	Included name, telephone number and address of person ordering.	Yes	No
2.	Included the name and address to which the charge is to be made, if different.	Yes	No
3.	Included the name and address of the person to receive the flowers.	Yes	No
4.	Included the kind and color of flowers.	Yes	No
5.	Included the type of floral piece (i.e. spray, centerpiece, corsage or wreath).	Yes	No
6.	Included the price.	Yes	No
7.	Included the message for the enclosure card.	Yes	No
8.	Included special instructions regarding delivery (date and time).	Yes	No
9.	Included the occasion.	Yes	No

Teaching-Learning Strategies*	References	Materials, Media, & Other Resources
- Prepare overhead transparencies of business forms (e.g., requisition, sales tickets, order forms, delivery tags, flow sheets, etc.). Show and discuss with trainees how each is used.	- V-TECS, A Catalog of Performance Objectives-Criterion-References Measures and Performance Guides for Stenographic, Typing and Related Occupations, p. 20	- Overhead and transparencies
- Have trainees prepare given invoices and shipping labels following specifications of instructor. (See Appendix C.)	- V-TECS, pp. 91-92	- Samples of business forms from a retail florist establishment
- Have trainees prepare a flow sheet showing the route of a typical order from filling out the original order form to final billing.		
- Have trainees role play taking an order over the telephone. Each trainee must take and fill out the order form without error according to predetermined guidelines (e.g., record name and address of the person calling; the name and address to which the charge is to be made, if different; the name and address of the person to receive the flowers; the kind and color of flowers; the type of floral piece (e.g., spray, centerpiece, corsage, or wreath); the price; the message for the enclosure care; special instructions regarding delivery (date and time); and the occasion. (See Appendix C.)	- Univ. of Texas, Floristry, Answer Book, p. 21	- Sample order forms - Paper, pencils
- Have each trainee role play filling out an order when a person comes into the flower shop and makes a direct order. (Get same information as required over the phone.)		

*This material was pilot-tested by research project personnel.

Competencies	Criterion-Referenced Measures

(Competency No. 1, continued)

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Have trainees demonstrate the use of good selling techniques by using methods of expression, such as: hand gestures, facial expressions, friendly eyes, and a good body carriage.		
- Explain and demonstrate using overhead transparencies how cash receipts plus accounts receivable should equal sales for the day.		- Instructor-prepared transparencies
- Given sales tickets for the day, plus cash receipts and charge sales, have trainees determine if all sales for the day have been accounted for.		- Sales tickets, charge tickets, cash receipts

PAPERWORK

REFERENCES

Books and Articles

Floristry Merchandising and Services and Answer Book. Austin: Industrial and Business Training, Division of Extension, The University of Texas, 1970.

Gerding, Mildred F. Retail Floristry, Sales and Merchandising. Austin: Instructional Materials Center, The University of Texas, 1976.

Vocational-Technical Education Consortium of States. A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Floriculture Workers. Tallahassee: Florida Department of Education; Division of Vocational, Technical and Adult Education, Agricultural and Natural Resources Education Section, 1976.

Lesson Plan*

MODULE TOPIC: Paperwork

LESSON TOPIC: Floristry Business Forms

JOB (or operation): Complete a variety of business forms.

AIM (or purpose): To apply written communication skills and skills in numbers to complete a variety of business forms.

TOOLS AND EQUIPMENT: Pencils

MATERIALS: Order forms
Triplicate sales tickets
Delivery tag

TEACHING AIDS: Overhead transparencies of the three business forms

REFERENCES: M. F. Gerding, Retail Floristry Sales and Merchandising. University of Texas, 1976, pp. 7-12.

I. PREPARATION (of the trainee)

Accuracy in spelling and recording information and good penmanship are especially important in the retail florist business. Writing must be legible and spelling correct on enclosure cards, sales slips, credit records, telephone orders, statements, and the many other forms used by the florist.

II. PRESENTATION (of the skills)

Operations or Steps	Key Points
A. Review in-store stock upon reporting to work.	A. Stock available may differ each day and must be reviewed in order to provide information and assistance to customers.
B. Prepare an order form for recording transaction with an in-store customer.	B. Leave no part to memory and record specific variety, color and type of flower for a certain occasion to be used in a certain place.

*This material was pilot-tested by research project personnel.

Operations or Steps	Key Points
C. Prepare a triplicate sales ticket with one copy for delivery person.	C. Mark cash, charge, or C.O.D.
D. Prepare a delivery tag and/or report.	D. Indicate price and the time and date of delivery.
	E. Include date of purchase, name and address for whom flowers are ordered, and message for the card. NOTE: Suggest that delivery be made by a certain time, not at a certain time.

III. APPLICATION

Trainee will complete samples of all three forms, as demonstrated by instructor using overhead projector.

IV. TEST

Thoroughness and accuracy of completed form. No mistakes should be made. Legibility will also be considered.

Suggested reading for trainees:

M. F. Gerding, Retail Floristry Sales and Merchandising, University of Texas, 1970, pp. 43-46, 82-83, 88.

Appendix C

SAMPLE INVOICE

Co. Certification No. N11111

Ace Nursery & Supply
Last Stop, Virginia

Ship to:	Sold to:

Packed by:_____ Shipped Via:_____

Quant. Ord.	Quant. Shipped	Description	Unit	Stock No.	Unit Price	Total Price

This space for State Department of Agriculture Inspector's Seal

This space for USDA Inspector's Seal

SAMPLE SHIPPING LABEL*

Ship to: _____ From: _____

Address: _____ _____

_____ _____

Customer Order Number: _____

Invoice Number: _____

* May be pasted or stapled onto shipping container.

THE FLOWER BOX
Address
Telephone Number

Deliver to: _____	Delivery Date
Address _____ Apt. _____	AM / PM
City _____ Phone No. _____	
State _____ Zip Code _____	

Phoned In	Phoned Out	Wire Service In	Wire Service Out	P.U.	Cash	Charge	C.O.D.	Order Date

Quan.	Description	Amount
	Phone Call Del. Charge Relay Charge Sales Tax Thank You! TOTAL	

Birthday	Anniv.	Congrat.	Baby Boy	Baby Girl	Holiday	Sympathy	Get Well	Other

Card

Sold to _____

Address _____ Phone _____

City & State _____ Zip Code _____

Out-of-Town Florist _____

City & State _____

Phone No. _____

Module Topic: Display

Generalization: *A customer can be won or lost by first impressions of a flower shop. Exterior and interior displays create either good or bad impressions. In order to create a good impression on potential customers, the display must be pleasing to the customer's eye, arouse interest and stimulate a desire to buy.*

Instructional Objectives:

1. Given instructions and supplies, prepare a sketch of one interior and one exterior display for a special holiday occasion that indicates dimensions of area, arrangement of merchandise, colors, props, fixtures, lighting and background. Identify in writing why the display was arranged in such a manner.

2. Given a situation for working in a group, props, signs, materials, fixtures and instructions for preparing displays, prepare one interior and one exterior Christmas display. Seven basic elements of effective display (i.e. timeliness, color, lighting, motion, space, theme and composition) must be utilized by the group to the satisfaction of the instructor.

Competencies	Criterion-Referenced Measures
1. Utilize seven elements of effective display in a floral shop setting: a. timeliness b. color c. lighting d. motion e. space f. theme g. composition	1. Preparation of one interior and one exterior Christmas display in a group setting using seven basic elements of effective display.
2. Plan and prepare interior and exterior displays for a floral shop. 3. Select signs, materials, props, and fixtures in setting up displays.	1. Preparation of a sketch of one interior and one exterior display for a special holiday occasion, indicating dimensions of area, arrangement of merchandise, colors, props, fixtures, lighting, and background. A written justification for arrangement in the sketches will be given to the instructor's satisfaction.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Gerding, Retail Floristry, pp. 61-80	- Photographs of floral displays featuring each of the color schemes.
- Discuss with trainees ways to display items for point-of-purchase selling, covering all elements of effective display, including the atmosphere created by the following colors: blues and greens; light colors; reds and yellows; dark colors; purples and golds		
- Discuss with trainees floor displays, window displays, merchandise displays (other than plants) and exterior displays.		- Props, signs, materials, and fixtures
- Set up one mock-up interior and one exterior window display violating elements of effective display (e.g., timeliness, color, lighting, motion, space, theme, and composition.) Have trainees rearrange the displays according to generally accepted practices for display arrangements.		
- Have groups of trainees plan and arrange various window displays in the classroom.	- State Dept. of Edu., Ornamental Horticulture and Floriculture for Area Vocational Centers, p. 36	

DISPLAY
REFERENCES

Books and Articles

Benz, M. Flowers: Geometric Form. Houston: San Jacinto Publishing Company, 1966.

Gerding, Mildred F. Retail Floristry, Sales and Merchandising. Austin: Instructional Materials Center, The University of Texas, 1976.

Ornamental Horticulture and Floriculture for Area Vocational Centers. Montgomery, Ala.: Agribusiness Education Service, Vocational Division, State Department of Education, n.d.

Module Topic: Floral Supplies and Equipment

Generalization: *Skills in the use of certain tools, supplies and plant materials are necessary for successful employment in the florist industry. Examples of these include wire cutters, picking machines, holding devices, etc. Each piece of equipment has a definite purpose. The employee must understand the use of each piece of equipment.*

Instructional Objectives:

1. Given instructions on supplies and equipment necessary to establish and maintain a retail florist shop, identify in writing ten basic miscellaneous pieces of workroom equipment and list by category (two perishable and four non-perishable) supplies needed to stock an empty florist shop. Lists are to be rated by a panel of experts for completeness.

2. Given a list of nine types of retail florist shops, identify in writing four unique features of three types, including the supply and equipment needs of each.

Competencies	Criterion-Referenced Measures
1. Determine the supplies and equipment necessary to establish and maintain any retail florist shop: a. perishables 1) cut flowers 2) potted plants b. non-perishables 1) artificial foliage, flowers, and plants 2) dried arrangements 3) floral arrangements 4) ribbon, glassware, containers, wire, floral tape, etc. necessary for constructing floral arrangements 5) giftware and seasonal novelties	1. Listing by categories of supplies and equipment needed to stock an empty florist shop. (See list under competencies for categories.) Lists are to be evaluated for completeness of contents by a panel of experts.
2. Identify florist shops by size, clientele, quality, and price range of merchandise.	1. Accurate identification of 4 unique features of the following types of retail-grower shops and supply and equipment needs of each:

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Krone, Starting and Managing a Retail Flower Shop, pp. 44-50 - Pfahl, The Retail Florist Business, pp. 208-209	
- Demonstrate the use of miscellaneous workroom equipment. 1. water heater 2. spray booth 3. powdered soap dispenser 4. wire holders 5. styrofoam cutter 6. picking machine 7. wire cutters 8. disposal units 9. cut flower containers 10. cooler	- George S. Williams, Greenhouse Flowers and Bedding Plants for Agribusiness Studies, pp. 118-128	- Water heater, spray booth, soap dispenser, wire holders, styrofoam cutter, picking machine, wire cutters, disposal unit, cut flower containers, cooler
- Show pictures of different types of large workroom equipment used in florist establishments. Discuss various uses of large workroom equipment.	- Krone, Starting and Managing a Retail Flower Shop, pp. 46-50	
- Display examples of perishable and non-perishable supplies needed to stock an empty florist shop. - Discuss uses of perishable and non-perishable supplies.		- Perishables cut flowers, potted plants - Non-perishables artificial foliage, flowers, and plants; dried arrangements; floral arrangements; ribbons; glassware and containers; wire and floral tape; giftware and novelties
- Show transparencies of various types of retail shops. Discuss with trainees the distinguishing characteristics of each. - Have trainees divide into groups and prepare a poster depicting one type of retail florist shop.	- Gerding, Retail Floristry, pp. 21-26	- Transparencies, overhead projector

Competencies	Criterion-Referenced Measures

a. neighborhood shop
b. exclusive suburban shop
c. shopping-center shop
d. downtown shop
e. department store shop
f. hospital shop
g. hotel shop
h. apartment-house shop
i. college shop

Teaching-Learning Strategies	References	Materials, Media, & Other Resources

FLORAL SUPPLIES AND EQUIPMENT

REFERENCES*

Books and Articles

Gerding, Mildred F. Retail Floristry, Sales and Merchandising. Austin: Instructional Materials Center, The University of Texas, 1976.

* Krone, Paul R. Starting and Managing a Retail Flower Shop. Washington: Government Printing Office, 1970.

Pfahl, Peter B. The Retail Florist Business. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1968.

Procuring Containers for Greenhouse Plants. Athens, Ga.: Division of Vocational Education, University of Georgia, 1976.

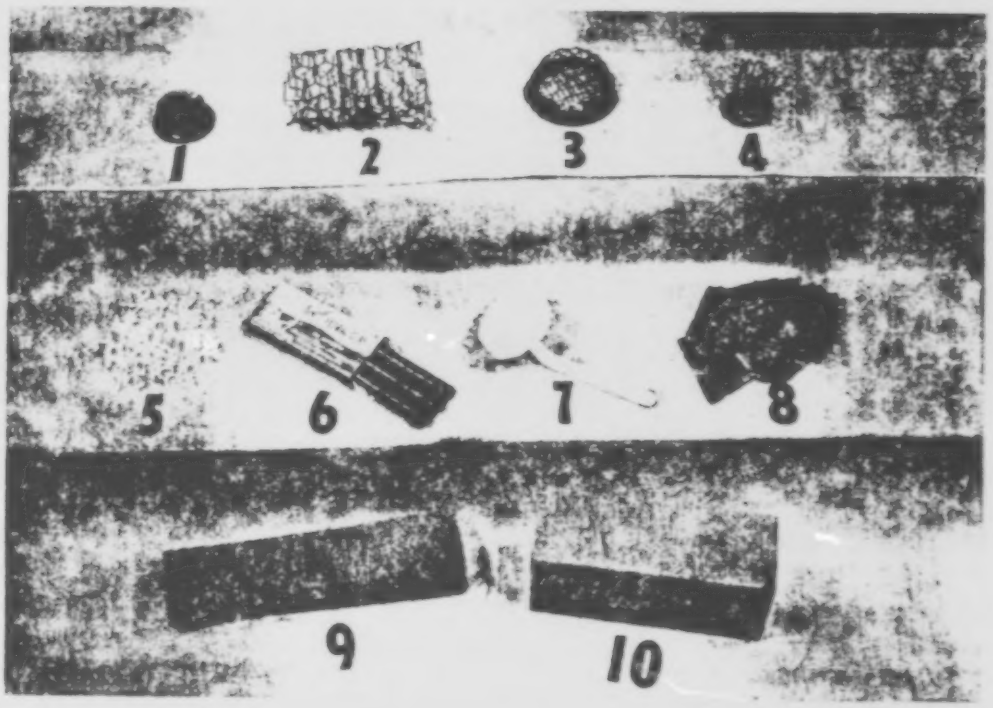
Williams, George S. Greenhouse Flowers and Bedding Plants for Agribusiness Studies. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1975.

*Indicates uncopyrighted material.

Appendix D

Holding Devices, Containers and Supplies

Holding Devices



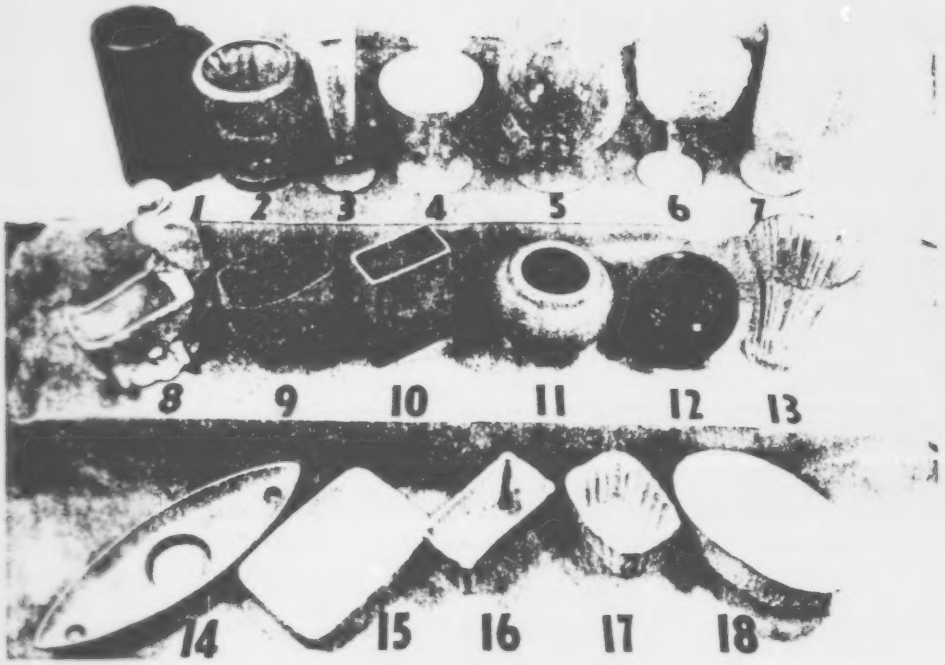
Holding devices frequently used by florists.

1. pin holder
2. chicken wire
3. cage holder
4. hair pin holder
5. shredded styrofoam
6. florists' clay
7. bouquet holder
8. chipped hydrofoam
9. styrofoam bar
10. hydrofoam

Devices for holding flowers, foliages, or other decorative materials upright in containers are usually necessary. Examples of some commonly used holding devices are shown above. Chicken wire, pin holders, wire mesh, combination pin holders and wire mesh, shredded styrofoam, and various foam materials are popular. Florists' clay is used to anchor certain holding devices to the bottom of the containers. Styrofoam is often used as a base for funeral sprays, wreaths, and permanent flowers and novelty arrangements. It is also used in wedding bouquets. Foliage greens are not shown here but are often used by florists for holding flowers in paper maché and basket containers for funeral designs.

Richard F. Stinson, Retail Flower Shop Operation and Management (University Park: The Pennsylvania State University, 1968), p. 7, 30. Used by permission.

Containers

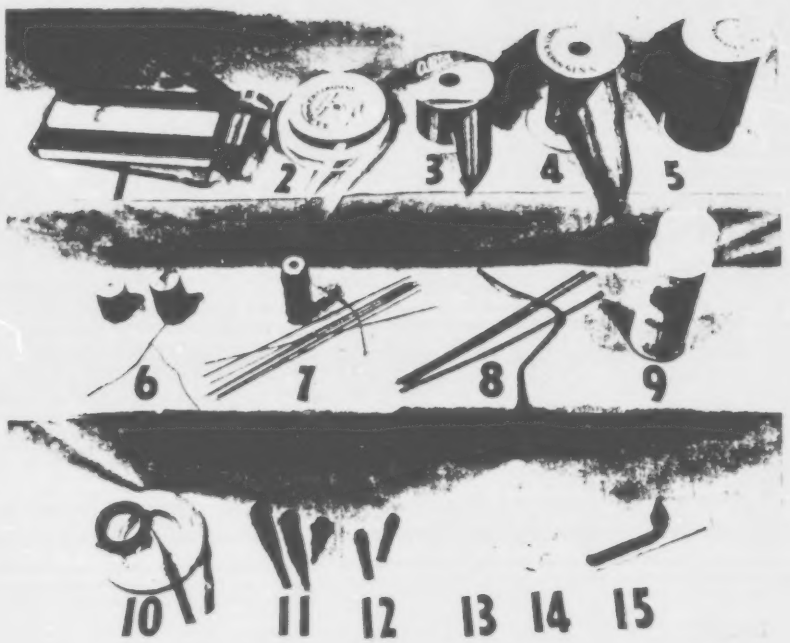


Containers frequently used by florists.

1. cylinder (pottery)
2. pedestal (pottery)
3. flare vase (pottery)
4. pedestal (plastic)
5. brandy snifter
6. pedestal (pottery)
7. milk glass vase
8. novelty (pottery)
9. table bowl (pottery)
10. "pillow" vase (pottery)
11. bowl (pottery)
12. bowl (glass)
13. vase (glass)
14. candlestick tray (pottery)
15. tray (pottery)
16. bowl (pottery)
17. cup (paper maché)
18. oval (paper maché)

R. F. Stinson, Retail Flower Shop Operation and Management (University Park: The Penn. State University, 1968), pp. 15, 28. Used by permission.

Florists' Supplies



Supplies frequently used by florists.

1. wide net ribbon
2. corsage ribbon
3. pot tie ribbon
4. wide satin ribbon
5. wide netting
6. thread
7. wire
8. pipe cleaner
9. spray paint
10. floratape
11. water picks
12. water tubes
13. corsage pins
14. wristlet form
15. waterproof adhesive tape

R. F. Stinson, Retail Flower Shop Operation and Management (University Park: The Penn. State University, 1968), p. 28. Used by permission.

Module Topic: Storing and Handling Cut Flowers and Greenery

Generalization: *Proper storing and handling of cut flowers and greenery reduces losses and increases customer satisfaction. Proper care of flowers and greenery includes conditioning and watering when they are received and storing them in suitable conditions.*

Instructional Objectives:

1. Given required preservative, suitable containers, shears and unpacked flowers (soft stem, woody stem and milky stem) to be prepared and placed in water or other preservative solution, unpack one flower per kind, prepare stem of flower and place in appropriate solution. Stems of flowers must be cut to uniform length. The solution must cover not less than 1/3 or more than 1/2 the length of the stem.

2. Given six various containers (appropriate and inappropriate) and flowers (fragile and non-fragile) and a situation to select flowers and containers for storage, select and prepare one bunch of fragile and one bunch of non-fragile flowers and store. Explain orally to the instructor's satisfaction reasons for actions taken.

3. Given five varieties of foliage, packing boxes, waxed paper and foliage spray, follow procedures to retard deterioration of foliage in storage. A checklist will be used to evaluate performance. All items on the checklist must be marked either "Yes" or "Not Applicable" by the instructor.

4. Given floral supplies, flowers and foliage, prepare one flower arrangement exhibiting conservative use of floral supplies, and describe orally to the instructor three reasons for preparing the arrangement in such a manner.

5. Given a list of ten varieties of cut flowers and three care cards, list in writing five rules on how to make arrangements of cut flowers, select three of the ten varieties of flowers listed, and prepare one care card for each variety chosen. Care card must include how to care for the arrangement on arrival, where to place the arrangement and daily care of the arrangement.

Competencies	Criterion-Referenced Measures
1. Utilize skills required in conditioning cut flowers.	1. Proper preparation of each category of cut flowers having: a. soft stems b. woody stems (e.g. lilacs, stocks, pompons, chrysanthemums) c. "milky" stems (e.g. poinsettias, euphorbia, poppies) Skill in (1) unpacking and sorting, (2) stem preparation, and (3) preservative solution, should be included.
2. Determine factors involved in storing flowers: a. refrigeration b. containers c. special handling d. storage expectancy	1. Oral descriptions of special handling procedures for storing the flowers (e.g. violets, gardenias, peonies, callas, small spray orchids, Hawaiian vanda orchids).
3. Follow procedures to retard deterioration of greenery in storage.	1. Follow procedures to retard deterioration of foliage in storage. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
4. Use floral supplies for handling and arranging cut flowers and foliage.	1. Prepare one flower arrangement exhibiting conservative use of floral supplies, and orally describe reasons for preparing arrangement in such a manner.

Instructor's Checklist

Check the trainee's performance in the following elements of storing foliage properly. Circle YES if the point was fully covered, NO if it was not covered, and N/A if not applicable.

	Activity	Rating		
1.	Used waterproofed or wax coated packing boxes when required.	Yes	No	N/A
2.	Wrapped greenery, such as maidenhair fern, in waxed paper with stems placed in water and put it into the refrigerator.	Yes	No	N/A
3.	Soft, leafy foliage, such as smilax, was wrapped in damp paper before storing in refrigerator.	Yes	No	N/A
4.	Stems of woody shrubs were crushed before storage in refrigerator.	Yes	No	N/A
5.	Flowers having milky stems were seared and submerged in water before storage in refrigerator.	Yes	No	N/A
6.	Grasses, magnolia leaves, cattails, seedpods and other foliage were treated and stored in a dustproof container.	Yes	No	N/A
7.	Heather, pussy willows, bittersweet or similar decorative foliage were stored without water.	Yes	No	N/A

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Gerding, Retail Floristry, pp. 113-122	
- Demonstrate to trainees the preparation and preservation of cut flowers with different type stem makeups.		- Cut flowers, preservative dish
- Demonstrate to trainees procedure for unpacking and sorting cut flowers and foliage.	- V-TECS, p. 77	- Flowers and foliage for unpacking
- Demonstrate to trainees how to store cut flowers in appropriate containers for types of flowers, emphasizing the use of clean containers.	- Gerding, Retail Floristry, p. 116	- Stock vases of galvanized steel aluminum, glass, or porcelain
- Discuss with trainees how proper handling and storage may prolong the life expectancy (retard deterioration) of cut flowers.	- Univ. of Texas, Floristry Merchandising and Services, pp. 47-58	
- Demonstration of special handling procedures of fragile flowers to trainees (i.e., violets, gardenias, peonies, callas, small spray orchids, and Hawaiian vanda orchids).	- Gerding, Retail Floristry, p. 117	- Samples of fragile flowers
- Demonstrate to trainees proper storage of maidenhair fern, smilax, heather, pussy willows, bittersweet, mistletoe, magnolia leaves, and cattails, using procedures to retard deterioration.		- Samples of greenery, packing boxes, wax paper, foliage spray
- Have trainees write a one-page report on how to decrease losses in a floral business. The report is based upon knowledge gained from previous demonstrations and discussions in storing and handling cut flowers and greenery.	- Krone, Starting and Managing a Retail Flower Shop, pp. 67-74	

Competencies	Criterion-Referenced Measures
5. Advise customers of the care of their cut flowers/foliage purchases.	1. Listing of five rules on how to make arrangements of cut flowers.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Discuss with trainees the importance of using care cards and care charts. Fill out card with trainees assistance.	- Univ. of Texas, Floristry Merchandising and Services, p. 48	- Samples of care cards and care charts

STORING AND HANDLING CUT FLOWERS AND GREENERY

REFERENCES*

Books and Articles

Floristry Merchandising and Services and Answer Book. Austin: Industrial and Business Training, Division of Extension, The University of Texas, 1970.

Gerding, Mildred F. Retail Floristry, Sales and Merchandising. Austin: Instructional Materials Center, The University of Texas, 1976.

* Krone, Paul R. Starting and Managing a Retail Flower Shop. Washington: Government Printing Office, 1970.

Vocational-Technical Education Consortium of States. A Catalog of Performance Objectives, Criterion-References Measures and Performance Guides for Floriculture Workers. Tallahassee: Florida Department of Education; Division of Vocational, Technical and Adult Education, Agricultural and Natural Resources Education Section, 1976.

*Indicates uncopyrighted material.

Module Topic: Potted Plants and Their Care

Generalization: *Potted plants (flowering and foliage) make up a large percentage of the sales of floral establishments. Foliage plants require adequate light, water, humidity, appropriate temperature and nutrients.*

Instructional Objectives:

1. Given five diagrams of common flowering potted plants and three diagrams of common foliage potted plants, select one flowering potted plant and one foliage potted plant. Identify by labeling various biological parts of the plants by proper names with 80 percent accuracy.

2. Given a choice of five potted plants and a blank care card, select one of the five potted plants and prepare a care card for the plant. The care card must include (1) common and scientific name of the plant, (2) recommended temperature, (3) light required, (4) humidity and water requirements, (5) soil requirement, (6) recommended fertilization practices, and (7) other factors pertinent to its care while in the shop or in the customer's home.

3. Given a diseased plant with pathological symptoms, diagnose the problem, indicate the problem in writing and suggest proper treatment for the diseased plant.

4. Given one plant, supplies and equipment for potting, pot the plant. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

5. Given a picture of ten of the most common insects, identify in writing the names of five of the ten insects listed, and discuss how to control each, listing the method or methods of control.

Competencies	Criterion-Referenced Measures
1. Determine the names and characteristics of the most common potted plants (flowering and foliage).	1. Identify parts of plant on a diagram
2. Receive, store and care for potted plants to maintain healthy appearance.	1. Select one potted plant and prepare a care label for it (for customer's use). Include the following information: a. common and scientific names of the plant b. recommended temperature, light, humidity, water, fertilization practices, and other factors pertinent to its care while in the shop and in the customer's home.
3. Determine the more common pathological symptoms and follow remedies for both flowering and foliage potted plants.	1. Provided with a diseased plant, diagnose the problem and suggest proper treatment in writing.
4. Pot plants.	1. Pot one plant. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".

Instructor's Checklist

Check the trainee's performance in the following elements of potting a plant. Circle YES if the point was fully covered, and NO if it was not covered.

Activity	Rating
1. Used appropriate container.	Yes No
2. Used suitable potting media.	Yes No
3. Used sterilized soil.	Yes No
4. Watered plant properly.	Yes No
5. Fertilized plant properly.	Yes No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Show overhead materials on the characteristics of some of the most common potted plants (flowering and foliage), identifying various biological parts by proper names.	- Pfahl, The Retail Florist Business, pp. 357-371, 397	- Instructor-prepared transparencies and overhead projector
- Discuss overhead materials and answer questions.	- Nelson, A Two-Year Program in Vocational Horticulture, pp. 535-536	
- Assign related readings.	- Gerding, Retail Floristry, pp. 123-145.	
- Develop a chart depicting the care of potted plants, including 1. common names of plants 2. light required 3. temperature 4. humidity and water 5. soil 6. fertilizer required by plants	- Univ. of Texas, Floristry, Merchandising, and Services - Nelson, A Two-Year Program in Vocational Horticulture, pp. 504-509.	- Chart
- Show flowering and foliage plants that are unhealthy and discuss the problem and solution for each. Show transparencies on plant disorders.	- Gerding, Retail Floristry, p. 142	- Plants - Transparencies and overhead projector
- Demonstrate the potting of plants, covering topics such as 1. proper containers 2. potting media 3. sterilization of soil 4. watering 5. fertilizing	- Williams, Greenhouse Flowers and Bedding Plants, pp. 41-60 - V-TECS, p. 40 - Nelson, A Two-Year Program in Vocational Horticulture, pp. 524-527.	- Plants, potting media, sterilized soil, water, fertilizer
- Discuss and demonstrate to trainees how to remove weeds from potted plants.	- V-TECS, p. 68	- Potted plants with weeds

Competencies	Criterion-Referenced Measures
5. Determine the more common insects and other plant pests, and take measures to control them.	1. Listing of reasons as discussed in class for insect control, listing in writing of five of the most common insects, and discussing how to control each.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Discuss with trainees such topics as 1. reasons for insect control 2. common insects and their control 3. using insecticides and pesticides safely	- Univ. of Georgia, Controlling Insects of Greenhouse Plants	- Paper, pencils

POTTED PLANTS AND THEIR CARE

REFERENCES

Books and Articles

Controlling Insects of Greenhouse Plants. Athens, Ga.: Division of Vocational Education, University of Georgia, 1976.

Floristry Merchandising and Services and Answer Book. Austin: Industrial and Business Training, Division of Extension, The University of Texas, 1970.

Gerding, Mildred F. Retail Floristry, Sales and Merchandising. Austin: Instructional Materials Center, The University of Texas, 1976.

Pfahl, Peter B. The Retail Florist Business. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1968.

Vocational-Technical Education Consortium of States. A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Floriculture Workers. Tallahassee: Florida Department of Education; Division of Vocational, Technical and Adult Education, Agricultural and Natural Resources Education Section, 1976.

Williams, George S. Greenhouse Flowers and Bedding Plants for Agribusiness Studies. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1975.

Wilson, Aubry. Ornamental Horticulture. Course of Study Outlines. Vol. 30. East Brunswick, N.J.: Middlesex County Vocational and Technical High Schools and Adult Technical Schools, 1975.

Appendix E
Foliage Pot Plants

With proper care many foliage pot plants will last 6 to 9 months or longer in the home. Some are tolerant of low light intensity. Eleven of the most often used foliage pot plants are:

1. Philodendron
2. Peperomia
3. Dracaena
4. Dieffenbachia
5. Pothos - Devil's Ivy
6. Chinese Evergreen
7. Rubber Plant
8. Dwarf Plant
9. Schefflera
10. Sansevieria
11. Boston Fern

Foliage for Flower Arrangements (Greens)

Some foliages are locally produced, but many are from outdoor production in California, Oregon, Florida, and Puerto Rico. Most greens will last from 10 to 14 days. Twenty of the most commonly used greens are:

1. Salal
2. Huckleberry
3. Arborvitae
4. English Ivy
5. Eucalyptus
6. Podocarpus
7. Galax
8. Laurel
9. White Pine
10. Rhododendron
11. Privet
12. Hemlock
13. Oregon Flat Fern
14. Boxwood
15. Ti Leaves
16. Asparagus Fern
17. Mountain Fern
18. Baker Fern
19. Emerald Palm
20. Magnolia

Richard F. Stinson, Retail Flower Shop Operation and Management (University Park: The Pennsylvania State University, 1968), p. 14. Used by permission.

Module Topic: Soil and Other Plant-Growing Media

Generalization: *Plants vary greatly in their requirements for soil and other plant-growing media. A variety of soil and plant-growing media is available for sale.*

Instructional Objectives:

1. Given five types of soil conditioners, identify each, listing in writing the three characteristics of each.

2. Given a soil medium, a scoop and a screen with small openings sufficient to screen out lumps and debris, screen the soil medium. Medium must be free of all large lumps of soil and debris (i.e., trash, weeds, and sticks).*

3. Given chemicals, soil and ratio of each required for sterilization, sterilize one batch of soil under the direct supervision of the instructor.

4. Given four potted plants, a variety of soils and soil conditioners, mix a growing media for each of the potted plants and describe in writing the contents of the media and identify plant to be grown in the media.

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*V-TECS, Floriculture Worker, p. 11.

Competencies	Criterion-Referenced Measures
1. Distinguish among a variety of types of soil conditioners.	1. Identify five types of soil conditioners provided by the instructor, and list in writing three characteristics of each.
2. Screen planting media to free soil of lumps and debris.*	1. Screen soil media. Soil medium must be free of lumps and debris.
3. Sterilize soils using chemicals.*	1. Sterilize one batch of soil to be used in potting plants under the direct supervision of the instructor.
4. Prepare various combinations of soil conditioners suitable for different types of plants, and water plants being potted in synthetic mix according to specified guidelines.*	1. Prepare soil conditioners for each assigned plant, and describe in writing the contents of the media for each specific plant.

*V-TECS Floriculture Worker, pp. 11, 17, 12

Teaching-Learning Strategies*	References	Materials, Media, & Other Resources
- Discuss with trainees the following: 1. soil medium 2. good medium for propagating 3. importance of soil stock 4. types of soil conditioners (organic and inorganic/processed) 5. purposes of soil conditioners and recommended use for various plants	- Ornamental Horticulture Curriculum Guide, pp. 10-11 - Ortho, Fundamentals of Gardening, pp. 8-9 - V-TECS, p. 12	- Jiffy Mix synthetic soil - Ingredients for synthetic soils (i.e., vermiculite, sand, bark, perlite, peat moss) - Inorganic or processed mulches - Shovel and rake
- Give trainees materials for screening planting media.	- V-TECS, p. 11	- Soil medium, scoop and screen
- Demonstrate sterilization of soil to trainee. - Demonstrate steps in preparing mixtures of soil conditioners in large quantities. - Demonstrate thorough wetting of synthetic mix.	- V-TECS, pp. 15-17 - Hemp, Ornamental Horticulture Source Units for Vocational Teachers, pp. 60-61	- Chemicals (i.e., formaldehyde, MC-20, methyl bromide) - Soil

*This material was pilot-tested by research project personnel.

SOIL AND OTHER PLANT-GROWING MEDIA

REFERENCES

Books and Articles

Culbert, John R. Better Farming in Illinois--A Report from Horticulture. All bulletins. Urbana: Cooperative Extension Service, University of Illinois, n.d.

Fundamentals of Gardening (South edition). San Francisco: Ortho Books, 1976.

Hemp, Paul E. 50 Laboratory Exercises for Vocational Ornamental Horticulture Students. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1969.

Hemp, Paul E. Ornamental Horticulture Source Units for Vocational Teachers. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1969.

Introduction to Horticulture. Athens, Ga.: Division of Vocational Education, University of Georgia, 1976.

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Lesson Plan*

MODULE TOPIC: Soil and Other Plant Growing Media

LESSON TOPIC: Preparing Soil Conditioners

JOB (or operation): Perform steps in preparing mixtures of soil conditioners.

AIM (or purpose): Given several soil conditioners, follow recommended steps to combine them with soil.

TOOLS AND EQUIPMENT: Rake and shovel

MATERIALS: Jiffy Mix synthetic soil
Ingredients for synthetic or processed soils (i.e., vermiculite, sand, bark, perlite, peat moss)
Inorganic or processed mulches (newspaper, black plastic)
Organic mulches (straw, pine straw)

REFERENCES: Ornamental Horticulture Curriculum Guide, Agricultural Education Service, Virginia Department of Education, 1969, pp. 10-11.

Fundamentals of Gardening, Ortho Books, 1976, pp. 8-9.

I. PREPARATION (of the trainee)

Synthetic mixes are not artificial since the ingredients come from nature. Jiffy Mix is the most widely available synthetic soil and is made up of 50% peat moss and 50% vermiculite. Synthetic soil conditioners are used to provide what a plant needs for optimum growth:

1. Fast drainage of water through the soil
2. Good aeration - a high percentage of air in the soil after drainage
3. A reservoir of water in the soil after drainage

The synthetic soil mix is free of disease organisms, insects, and weed seeds. It eliminates disease problems often present in regular soil.

Many materials used as summer mulches are also used as soil

*This material was pilot-tested by research project personnel.

conditioners. Organic mulches help protect roots in the top inches of soil from excessively high temperatures of the summer sun. They conserve moisture and prevent splashing from heavy rains.

II. PRESENTATION (of the skills)

Operations or Steps	Key Points
A. Label samples of soil conditioners and mulches.	A. Discuss adaptations of soil conditioners for various plants, when to use, and inorganic or processed vs. organic.
B. Mix a large quantity of soil combining sand, peat moss, ground bark, and fertilizer, as follows: 1. Pour the dampened peat moss, ground bark, and sand in a rough pile. Sprinkle the fertilizer and lime on top. 2. Shoveling from the first pile, make a cone-shaped pile by pouring each shovelful directly on top so ingredients dribble down the sides. 3. Shovel from the second pile and repeat the cone-shaped pile building and dribbling. 4. Do it again. Make a third cone-shaped pile. It's then ready to use.	B. Jiffy Mix can be used as it comes from the bag (after wetting) for growing transplants. NOTE: Be sure mixes with peat moss as an ingredient are thoroughly wet.
C. To wet mix containing peat moss, put the amount required for use into a plastic bag.	
D. Add warm water.	
E. Squeeze and mix the bag by hand until mix is wet throughout.	

III. APPLICATION

The trainee will label soil conditioners and mulches and match a brief written description to each.

The trainee will assist in mixing a large quantity of combinations of soil and other plant-growing media.

The trainee will be given a small bag of peat moss to moisten throughout.

IV. TEST

Correct labeling and matching of descriptions to provided samples of soil conditioners and mulches.

Thoroughness of mixing of soil combining sand, peat moss, ground bark, and fertilizers.

Thoroughness of wetting of individual bags of peat moss.

Suggested reading for trainees:

Fundamentals of Gardening, Ortho Books, 1976, pp. 8-9.

Module Topic: Growing Plants

Generalization: *Plants consist of roots, stems, leaves, flowers, seeds and fruits. Plants are composed of cells of various sizes in which intricate changes take place to produce growth. The growing medium is very important for producing healthy plants. Plants that are properly watered, fertilized, and maintained under the right environmental conditions are ordinarily vigorous and disease-free.*

Instructional Objective:

Given six different varieties of potted plants requiring the control of environmental factors (i.e. light intensity, quality and duration of soil, temperature, moisture, soil aeration) and fertilizer to insure healthy growth, control the environmental conditions of each and fertilize plants. Label each of the six potted plants and describe in writing what environmental factors were controlled for each plant and why each was controlled as it was, how much fertilizer was used, type of fertilizer used, method of application, time of fertilization, and safety measures used during fertilization.

Competencies	Criterion-Referenced Measures
1. Regulate environmental factors to promote healthy plant growth.	1. Label each of six potted plants and describe in writing what environmental factors were controlled. All environmental factors must be controlled to promote healthy plant growth.
2. Use recommended practices of fertilizing to promote healthy plant growth.	1. Fertilization of plants under the trainee's care, assumed on the basis of the following: a. type of fertilizer used b. rate of application c. method of application d. timeliness of fertilizing e. safety in using fertilizers

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Demonstrate procedures for correct watering (i.e., watering from above or below, water wick, spray, draining, soil test for dryness)	- Ornamental Horticulture Curriculum Guide, pp. 9-10	- Water wick, spray mister
- Assign related readings.	- Univ. of Georgia, Fertilizing Bedding Plants, pp. 28-38	
- Demonstrate types of fertilizer used, methods of application, and safety precautions.	- V-TECS, p. 40	- Commercial and inorganic fertilizers

GROWING PLANTS

REFERENCES

Books and Articles

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U.S. Department of Agriculture. The Yearbook of Agriculture--Landscape for Living. Washington: U.S. Department of Agriculture, 1972.

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Module Topic: Propagating Plants

Generalization: *There are two ways of propagating plants: sexually and vegetatively. Sexual propagation is growing a new plant from a seed. Vegetative propagation is growing an entirely new plant from stem or leaf of an already existing plant. A piece of plant develops into the image of the mother plant. A plant of ideal form and color can be reproduced only by stem cuttings, leaf cuttings, or root cuttings.*

Instructional Objectives:

1. Given two kinds of flower seeds, flats or containers and germinating media, plant a 1/2 tray packet of seeds. Seeds must be spaced and covered to the depth required for the particular specie.*

2. Given a selection of ten desirable and undesirable containers, three species of plants and synthetic soil mix, select an appropriate container for each of the three plants. Prepare each container with soil for the desired plant.

3. Given a parent plant, materials for dressing the wound of a parent plant and a knife, take one stem, leaf or root cutting appropriate for plant to be propagated and prepare cutting for rooting by callousing, wounding or treatment with a root-inducing hormone. Treat the wound of the parent plant. The method of preparation used for the type of cutting and treating of parent plant must be deemed appropriate by the instructor.

4. Given a stem cutting and a container filled with rooting medium and a plastic bag cover, place cutting to a depth of one and one-half to two inches in rooting medium and cover cutting with the plastic bag cover. Orally explain to the instructor the method used. The method used must be deemed appropriate by the instructor for the particular plant used.

5. Given three flats containing only one specific specie of plant in each and a situation requiring the hardening of the plants, harden the plants according to recommend method for the specie.

6. Given a dieffenbachia, sphagnum moss, plastic wrap and a knife, perform air layerage according to instructor's specifications.

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*V-TECS, Floriculture Aide, p. 28

Competencies	Criterion-Referenced Measures
1. Prepare seeds for germinating.	1. Plant a 1/2 tray packet of seed. Seed must be spaced and covered to the depth required for particular specie.
2. Determine containers used for propagation of various plants, and prepare flat for desired plant.	1. Select three containers suitable for plant propagation (i.e., flats, peat pots, plastic pots, and six-packs). 2. Preparation of flat suitable for desired plant.
3. Use procedures for care of seedlings to insure healthy growth.	1. Preparation of a list of all necessary procedures for care of seedlings to insure healthy growth.
4. Take stem, leaf, or root cuttings as appropriate for plant to be propagated, and prepare cuttings for rooting by callousing, wounding, or treatment with root-inducing hormone.	1. Choice of suitable stem, leaf, or root cutting for the assigned plant. 2. Method of preparation used for the type of cutting taken is deemed appropriate by the instructor.
5. Treat wounds of parent plant in order to: a. protect plant from fungi, bacteria, and other parasites b. reduce loss of plant parts c. prevent premature death d. retain healthy appearance of plant.	1. Identification of proper procedures used in treating wounds, including the following: a. plant is protected from fungi, bacteria, and other parasites b. loss of plant parts is reduced c. premature death is prevented d. appearance is healthy
6. Follow recommended procedures for placing cuttings in rooting medium.	1. Demonstration of recommended procedures for placing cuttings in rooting medium.
7. Regulate light, temperature, moisture, and aeration to insure healthy growth during rooting.	1. Periodic check of conditions maintained and progress of rooting process.

Teaching-Learning Strategies *	References	Materials, Media, & Other Resources
- Assign related readings.	- Univ. of Georgia, Germinating Bedding Plant Seed and Transplanting Seedlings, pp. 1-33	
- Assign readings on the function of various parts of the seed and factors affecting germination. Follow labels on seed packets to treat seeds for germination.	- Ornamental Horticulture Curriculum Guide, p. 7 - V-TECS, p. 28	- Packets of seeds
- Display types of prepared containers (e.g., flats, plastic pots, peat pots, six-packs).	- Ortho, Fundamentals of Gardening, pp. 16-17	
- Fill prepared flat with synthetic soil mix.	- Ibid., pp. 14-15	- Trays of wood for flats; peat pots, and strips; synthetic soil mix
- Have trainees make periodic checks of growth progress of seedlings. (More than one week will be required to complete observations for this module topic.)		
- Make cuttings and strip off bottom leaves.	- Ibid., p. 74	- Parent plants for propagating
- Shape parent plant, sterilize wound, and apply dressing.	- Ornamental Horticulture Curriculum Guide, p. 23	- Materials for sterilizing and dressing wound; plants
- Dust leaf cuttings with hormone powder and "wound" softwood cuttings.	- Ibid., pp. 7-8 - Ortho, Fundamentals of Gardening, pp. 74-75 - V-TECS, p. 33	- Hormone powder
- Stick and firm cuttings in soil mix.		- Soil mix, flats, and plastic or peat pots
- Use plastic covers to regulate rooting conditions.		- Plastic bag covers

*This material was pilot-tested by research project personnel.

Competencies	Criterion-Referenced Measures
8. Prepare cuttings for transplanting by "hardening" and preparing container, according to recommended methods for the different species.	1. Evaluation of prepared containers.
9. Produce plants by air layerage; harden and plant the new plants.	1. Evaluation of air layering procedures used by trainee.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Demonstrate to trainees removal of transplants from each type of container.	- Ortho, Fundamentals of Gardening, pp. 16-17	- Rooting in flats, plastic pots, peat pots, and six-packs
- Demonstrate to trainees procedures for air layerage. (See Appendix F.)	- Ornamental Horticulture Curriculum Guide, p. 8	- Mature foliage houseplants, sphagnum moss, plastic wrap, and knife
- Have trainees perform air layerage on dieffenbachia. (Optional.)	- Douma, Marsha, Indoor Gardening in the Classroom, p. 126	- Handout on air layerage

PROPAGATING PLANTS

REFERENCES

Books and Articles

Culbert, John R. Better Farming in Illinois--A Report from Horticulture. All bulletins. Urbana: Cooperative Extension Service, University of Illinois, n.d.

Douma, Marsha. Indoor Gardening in the Classroom. A Horticulture Curriculum Guide for the Upper Elementary and Middle School Classroom. Philadelphia: The Pennsylvania Horticultural Society, 1974.

Fundamentals of Gardening (South edition). San Francisco: Ortho Books, 1976.

Germinating Bedding Plant Seed and Transplanting Seedlings. Athens, Ga.: University of Georgia, 1976.

Horticulture: Floriculture, Nursery Management, Turf Management, Landscaping, Vegetables, Fruit, Nuts. A Curriculum Guide for Agricultural Education. Richmond, Va.: Division of Vocational Education, Department of Education, 1977.

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* Ornamental Horticulture: Floriculture, Nursery Management, Turf Management, Landscaping. Richmond, Va.: Agricultural Education Service, Division of Vocational Education, State Department of Education, 1969.

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Lesson Plan*

MODULE TOPIC: Propagating Plants

LESSON TOPIC: Taking Cuttings for Propagation

JOB (or operation): Take stem, leaf, or root cuttings to propagate a parent plant.

AIM (or purpose): Given a plant, the trainee will follow recommended procedures to take cuttings to produce new plants.

TOOLS AND EQUIPMENT:
Gardening Trowels
Flats and plastic or peat pots

MATERIALS:
Parent plants for propagating
Materials for treating plant wounds
Hormone powder
Plastic bag covers
Soil mix

TEACHING AIDS: Demonstration parent plant and supplies for transplanting.

REFERENCES: Ornamental Horticulture Curriculum Guide, Agriculture Education Service, Virginia Department of Education, 1969, pp. 23, 7-8.

Fundamentals of Gardening, Ortho Books, 1976, pp. 74-75, 16-17.

I. PREPARATION (of the trainee)

For centuries gardeners have grown plants from cuttings. A piece of plant develops into the image of the mother plant. A plant of ideal form and color can be reproduced only by stem cuttings, leaf cuttings, or root cuttings (not from seed).

II. PRESENTATION (of the skills)

Operations or Steps	Key Points
A. Make stem, leaf, or root cuttings and strip off bottom leaves.	A. The location of cutting depends on what is most appropriate for a given

*This material was pilot-tested by research project personnel.

Operations or Steps	Key Points
	type of plant. NOTE: Leave top leaves as they are necessary for root formation.
B. Prepare cuttings for rooting by callousing, wounding, or treatment with root-inducing hormone.	B. Dust leaf cuttings with hormone powder (not essential, but helpful).
C. Stick and firm cuttings in soil mix in flats or plastic or peat pots, with the leaves just above the soil.	C. "Wound" softwood cuttings by slicing a strip from base of cuttings with knife. NOTE: Examples are hydrangea, spicea, lilacs, forsythia, pyracantha, oleander.
D. To prevent plant from drying out, put pot and all into a plastic bag and tie off.	D. Cuttings which exude a sticky sap do better if base ends are allowed to dry for a few hours before inserting into the soil mix.
E. Prepare cuttings for transplanting by "hardening" and preparing containers.	E. Plastic cover provides constant humidity, if not inside greenhouse. NOTE: A "cutting box" with a glass cover will also provide good results.
F. Plant in a larger container or in the ground outside, if desired.	F. To give bottom heat, an electric heating cable covered with plastic for safety and positioned in the bottom of a flat is ideal for hard-to-propagate plants.
	G. Care must be exercised in removal of transplants from flats, plastic pots, and six packs to avoid damage.
	H. Dig holes slightly larger than the root ball and water them an hour before planting.
	I. After planting, firm the soil around the root ball and water to remove air

Operations or Steps	Key Points
	pockets and settle the soil. After the soil settles, add enough dry soil mix to fill the hole. NOTE: If outside, plant in late afternoon and protect transplant from sun and wind.

III. APPLICATION

Each trainee will be given a parent plant to take a cutting and root it. The parent plant is to be repaired.

Each trainee will take a started rooting and transplant it outdoors.

IV. TEST

Repair of parent plant will be checked by the instructor. Instructor will check condition of moisture provided for the rooting and the progress of the rooting process.

Instructor will check condition of soil and mode of protection from sun and wind after trainee transplants assigned rooting outside.

Suggested reading for trainees:

Fundamentals of Gardening, Ortho Books, 1976, pp. 74-75, 16-17.

Figure 1. Rooting willow twigs.

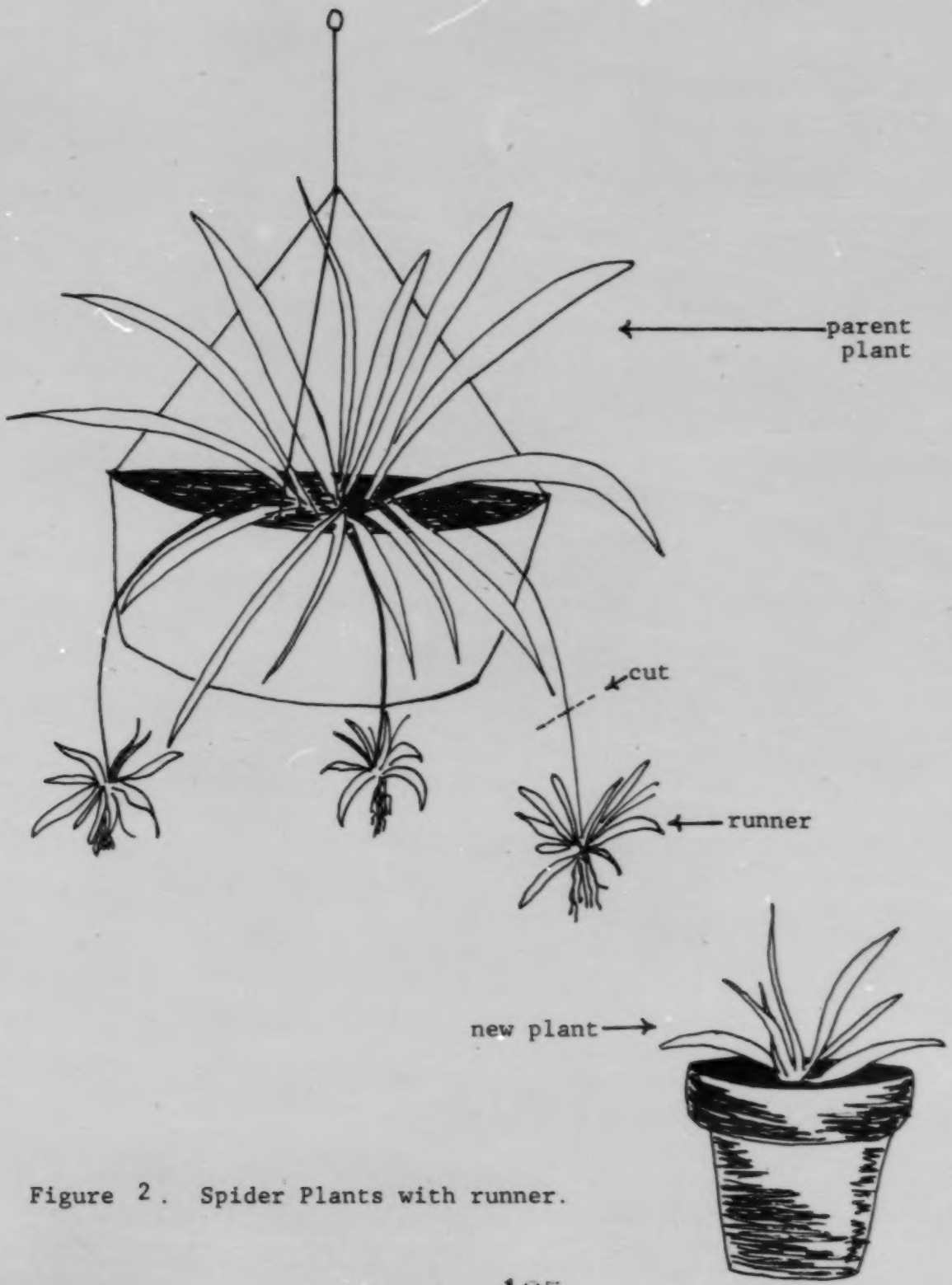
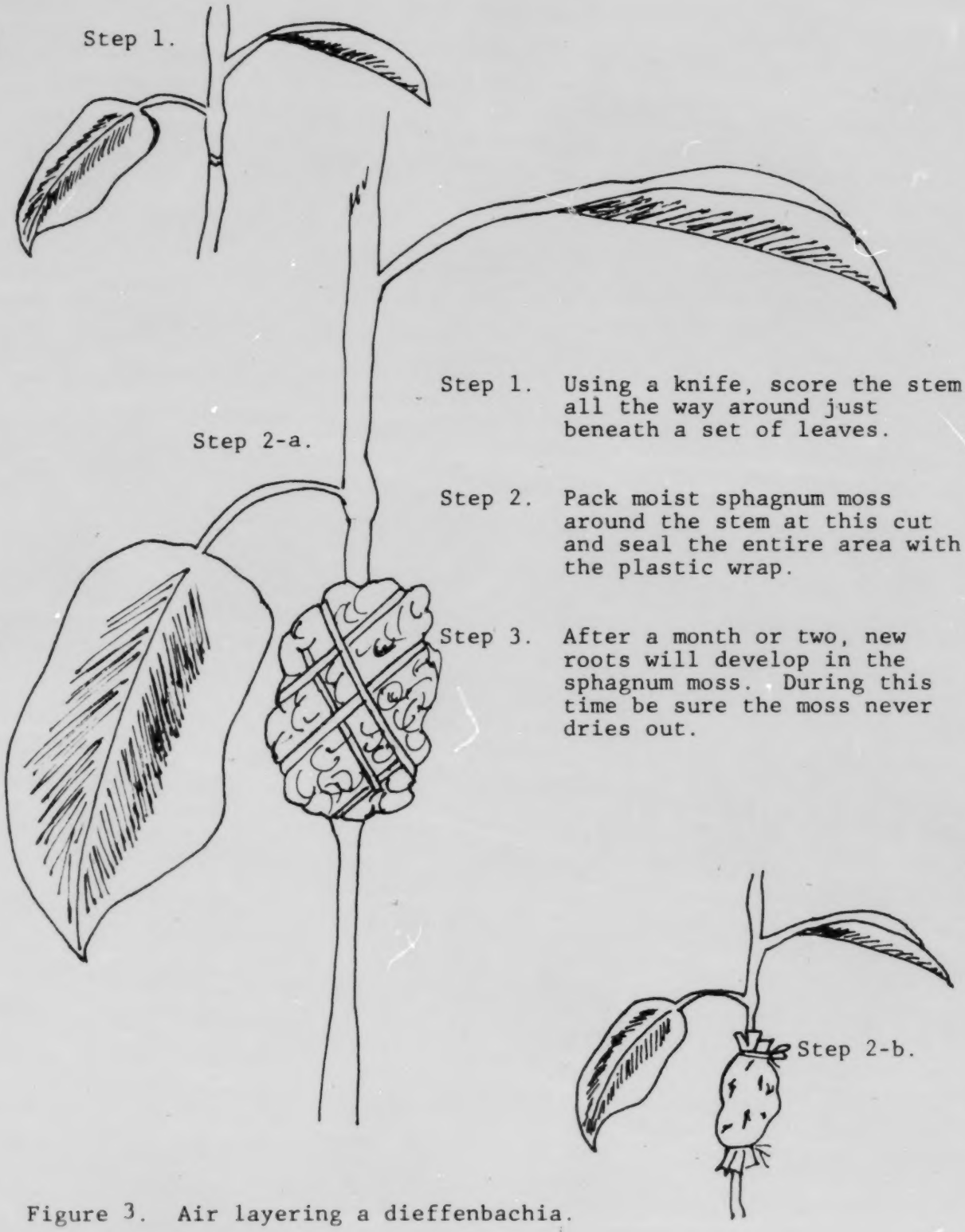


Figure 2. Spider Plants with runner.



Step 1. Using a knife, score the stem all the way around just beneath a set of leaves.

Step 2. Pack moist sphagnum moss around the stem at this cut and seal the entire area with the plastic wrap.

Step 3. After a month or two, new roots will develop in the sphagnum moss. During this time be sure the moss never dries out.

Figure 3. Air layering a dieffenbachia.

Module Topic: Plant Disease and Pest Control

Generalization: *Good cultural and sanitation practices will help reduce losses from some diseases and pests. Plant disease and pest control must start with the first sign of attack. Proper treatment and maintenance combine to control plant diseases by their prevention.*

Instructional Objectives:

1. Given five plants with disorders, identify in writing three kinds of disorders observed. 100% accuracy is required in recognizing particular disorders.

2. Given five plants infested with plant pests in a laboratory setting, identify in writing three pests afflicting three specified plants. Pests must be identified with 100% accuracy.

3. Given a copy of disease and pest control guidelines, and names of three plant pests, determine the specific treatment needed to eradicate the pests. Identify in writing the treatment most suitable for eradication.

Competencies	Criterion-Referenced Measures
1. Diagnose plant disorders.	1. Labeling of plant disorders of five plants provided by the instructor.
2. Identify specific plant pest(s) as a basis for initiating control measures.	1. Identification of 3 plant pests afflicting plants in a laboratory setting and briefly describe in writing each pest.
3. Follow disease and pest-control guidelines in treating plant disorders.	1. Determination of specific treatment needed to eradicate pest(s) and ways to prevent disorders of plants provided by the instructor. Identify in writing the treatment most suitable for eradication.
4. Use recommended procedures to control plant pests.	1. Demonstration of at least one procedure to carry out each of the following control measures for plant pests: exclusion, eradication, pesticides for pest control, mechanical and chemical weed control and mechanical and chemical insect control.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Ortho, Fundamentals of Gardening, pp. 93-95 - Gerding, Retail Floristry, p. 142 - V-TECS, p. 64	
- Demonstration techniques used to diagnose and treat plant disorders using handouts as guides. (See Appendix G.)	- Gerding, Retail Floristry, p. 142	- Handout of chart on Foliage-Plant Problems
- Assign related readings.	- Ohio State Univ. Bulletin, Insect, Mite, and Disease Control on Commercial Floral Crops	
- Have trainees identify disorders of plants provided by the instructor, using handouts as guides. (See Appendix G.)		
- Have trainees identify specific plant pests on plants provided by the instructor. Provide trainees with handouts as guides.	- Ortho, Fundamentals of Gardening, pp. 93-95	- Handout, from Fundamentals of Gardening by Ortho, pp. 93-95
- Discuss treatments used to remedy various plant disorders (i.e., proper control of enviornmental factors, appropriate fertilization, use of insecticides and pesticides).	- Ibid., pp. 17-19	
- Provide trainees with handout on "Proper Control Measures for Pests Affecting Horticultural Plants."		- Handout (same as above

PLANT DISEASE AND PEST CONTROL

REFERENCES*

Books and Articles

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* Cornell Recommendations for Commercial Floriculture Crops. Part II: Disease, Pest, and Weed Control. Ithaca, N.Y.: New York State College of Agriculture and Life Sciences, Cornell University, 1975.

* Johnson, George V., and Floyd F. Smith. Insects and Related Pests of House Plants...How to Control Them. Washington: Government Printing Office, 1960.

* Manning, William J. Florogram, Disease Control for Floricultural Plants for Commercial Growers Only. Amherst, Mass.: Cooperative Extension Service, College of Food and Natural Resources, University of Massachusetts, n.d.

* Pollet, D. K., and R. W. Miller. Insects and Diseases of Ornamentals... How to Control Them. Clemson, S.C.: Clemson University, 1974.

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Appendix G

FOLIAGE-PLANT PROBLEMS*

Problem	Solution
New leaves are small; internodes (plant segments between leaves) are long; mature leaves are pale green and elongated.	Move plant to an area with more light; reduce frequency of fertilizing or amount of fertilizer.
Older leaves curl under; new leaves are small.	Move plant to an area with less light or provide more shade.
New growth appears burnt; older leaves turn yellow.	Move plant out of direct sun to a cooler place.
Edges of leaves become brown and leaves wilt; other leaves turn yellow and fall off.	Increase watering frequency.
Plant wilts when soil is wet; root system is poor.	Reduce watering frequency; check drainage, making sure no water is left standing in container.
Plants with hairy foliage have spots on the leaves.	Do not use cold water on leaves; use water at room temperature, making sure it does not get on leaves.
Edges and tips of leaves are dried out.	Increase humidity by grouping plants, misting leaves, or placing container on a bed of moist pebbles.
Growth is excessive with elongated internodes.	Run water through soil; reduce fertilization frequency or amount.
Growth is stunted; new leaves are small; lower leaves are yellow.	Increase fertilization frequency or amount.
Plant has limited new growth and requires frequent watering.	Repot plant in a container one size larger.
Leaves are yellow and covered with white dots, with webbing on the underside.	Apply insecticide for mites every three days for nine days.
White, cottony spots appear on stem joints and main veins.	Spray with insecticide for mealybugs (malathion) or wash foliage with alcohol on cotton swab.
Leaves are sticky, and some fall off; small, white flying insects are visible when disturbed.	Spray with insecticide for whiteflies (malathion).

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Module Topic: Wiring Flowers

Generalization: *Insertion of taped wires into flower heads in place of the natural stem provides a more stable and malleable stem for arranging flowers.*

Instructional Objectives:

1. Given three flowers requiring the use of different sizes of floral wire, select appropriate wire for the particular flower. 100% accuracy is required when selecting wire to suit flowers.

2. Given a sample of each size of floral wire, tape, paper and pencil, tape each to a piece of paper. Label each in writing as to its size, its uses and the names of two flowers with which each size is to be used. Ninety percent accuracy is required in labeling.

3. Given flowers enough for one arrangement, floral wire, wire cutters, tape, and picks, wire enough flowers for one arrangement. Flowers must be wired according to instructor's specifications.

Competencies	Criterion-Referenced Measures
1. Select various sizes of floral wire according to intended use.	1. Select floral wire with 100% accuracy.
2. Use accessories required when wiring flowers (e.g., wire, picks, and tape).	1. Given a sample of each size floral wire, tape, paper, and pencil, tape each onto a piece of paper. Label each as to its size; list uses and the names of flowers with which each is used
3. Use floral wire in preparing arrangements.	1. Selection of appropriate flowers, supplies, and accessories and wire flowers for an arrangement.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Univ. of Texas, Floristry, Merchandising and Services	
- Discuss with trainee reasons for wiring flowers.		
- Demonstrate and show trainees the following: 1. various sizes of floral wire and uses of each size 2. flowers requiring the use of various sizes of floral wire 3. how to wire flowers using accessories (e.g., wire pick and tape)		- Several sizes of floral wire, tape, cut flowers, wire cutting scissors, wire pick

WIRING FLOWERS

REFERENCE

Floristry Merchandising and Services and Answer Book. Austin: Industrial and Business Training, Division of Extension, The University of Texas, 1970.

Module Topic: Flowers for Special Occasions

Generalization: *A successful florist provides flowers for special occasions including all major holidays, birthdays, anniversaries, weddings and funerals. A seasonal calendar indicating all major holidays is helpful in doing advanced planning.*

Instructional Objectives:

1. Given a yearly calendar and a list of specified holidays (i.e., Thanksgiving, Christmas, Valentine's Day, Easter and Mother's Day), circle the holidays on the calendar and indicate in writing the length of time needed for advance preparation, length of each holiday season and the length of holiday merchandise promotion.

2. Given a situation permitting the use of a bulletin board, magazines with pictures of various holiday seasons and actual seasonal merchandise, prepare one bulletin board which depicts illustrations or samples of floral merchandise for one holiday season. The bulletin board must be arranged according to the accompanying "Score Sheet for a Good Bulletin Board", with a score of at least 80 out of a possible 100.

3. Given a role-play situation requiring the use of a consultant and supplier of floral arrangements for a wedding, orally identify four functions for which floral arrangements (bouquets, corsages, centerpieces, etc.) are desirable and explain the type of arrangements and the kind of flowers and foliage which should be used in each case.

4. Given enough cut flowers and foliage for making one floral arrangement (wire, tape, wire cutters, and container), prepare one oval floral arrangement using five basic principles of design as specified by the instructor.

5. Given a boutonniere and a corsage prepared by the instructor, flowers, foliage, net, ribbons, wire tape and wire cutters, prepare one boutonniere and one corsage identical to the instructor's example.

6. Given a case situation where there has been a death in the immediate family of a friend and you, as a floral assistant, have been asked to supply flowers from the florist to the funeral home and to supply all flowers to the church and family, explain in writing three responsibilities you have as a floral assistant and tell how you should carry out your responsibilities in this situation.

Competencies	Criterion-Referenced Measures
1. Plan promotional programs for holiday seasons including time schedule and steps necessary in planning holiday floral merchandise.	1. Notations of holiday periods on calendar. (Beginning of planning of displays, themes, specialty items, etc., should be indicated.) Indication of the following in writing: A. length of time needed for advance preparation B. length of holiday season C. length of holiday merchandise promotion
2. Reflect traditions associated with each holiday season in displays and types of flowers and plants promoted.	1. Bulletin board which depicts illustrations and even actual samples of seasonal floral merchandise and displays. Board will be rated according to accompanying "Score Sheet for a Good Bulletin Board" and must have score of at least 80 out of 100.
3. Assist as a consultant and supplier of floral arrangements for weddings and related occasions.	1. Oral identification of four functions for which floral arrangements (bouquets, corsages, centerpieces, etc.) are desirable and explanation of the type of arrangement and the kind of flowers and foliage used in each case.

A Score Sheet for a Good Bulletin Board

Theme: (20 points: each quality 5)

1. One idea presented.
2. Eye catcher.
3. Grew out of class work.
4. Philosophy of homemaking revealed.

General Effect: (15 points: each quality 5)

1. Presents a picture of simplicity.
2. Impression of clearness.
3. Impression of conciseness.

Caption: (20 points: each quality 5)

1. Secondary to rest of board.
2. Explains the rest of board.
3. Letters in proportion to rest of board.
4. Letters in good design for rest of board.

Pictures: (10 points: each quality 5)

1. Large enough to see easily.
2. Appropriate.

Art Principles: (30 points: each quality 5)

1. Color attractive.
2. Color harmonizes with surroundings.
3. Line movement clear.
4. Line movement interesting.
5. Design fitting to subject.
6. Good balance.

Interest: (5 points)

1. Arouses genuine interest.

Taken from "Home Experience", State Division of Vocational Education, Salem, Oregon.

Teaching-Learning Strategies*	References	Materials, Media, & Other Resources
- Assign related reading.	- Williams, Greenhouse Flowers and Bedding Plants, pp. 95-147	
- With trainees assisting, plan a one-year calendar and indicate all holidays (Thanksgiving, Christmas, Valentine's Day, Easter, and Mother's Day). Indicate the length of time needed for advance preparation, length of each holiday season, and the length of holiday merchandise promotion.		- Large calendar for the current year
- Have trainees develop a seasonal display calendar. The calendar will include 1. date 2. event 3. colors 4. symbols 5. main flowers available	- Gerding, Retail Floristry, p. 63	- Supplies for making calendar
- Show pictures centering on each of the holiday seasons. Pictures (or slides) will include displays, types of flowers and plants to be promoted throughout various holiday seasons.	- Williams, Greenhouse Flowers and Bedding Plants, pp. 15-40	- Pictures (or slides) developed by instructor
- Assign related readings.	- Pfahl, The Retail Florist Business, pp. 341-354	
- Discuss ways a florist serves as a director/consultant and supplier of floral arrangements for weddings and related occasions.	- State Dept. of Edu., Ornamental Horticulture and Floriculture for Area Vocational Centers, pp. 28-29	
- Show film, "Flower Arranging Beginning Techniques"	- Voc. Ed. Productions, Calif. State Polytechnic College	Film - Flower Arranging Beginning Techniques

*This material was pilot-tested by research project personnel.

Competencies	Criterion-Referenced Measures
4. Construct floral arrangements according to the following basic designs: horizontal, symmetrical, asymmetrical, oval, vertical, hagarth, crescent, circular.	1. Preparation of floral arrangement using basic principles of design.
5. Construct boutonniere, corsages, and bouquets for specified occasions.	1. Construction of a boutonniere and a corsage to meet instructor's specifications.
6. Determine various duties of a florist in times of bereavement.	1. List in writing three responsibilities of the florist to the funeral home in terms of caring for funeral arrangements, considering the family of the deceased. Explain how these responsibilities should be carried out. 2. Role play which depicts florist-customer relationships in ordering flowers for the family of the deceased, funeral home and/or church, delivery deadlines, etc. 3. Notebook of illustrations of various funeral arrangements.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Demonstrate how to make wedding bouquets, corsages, centerpieces, and other floral arrangements using various kinds of flowers and foliage, using basic design principles. (See Appendix H.)	- Calif. State Polytechnic College, Beginning Techniques in Flower Arranging	- Cut flowers, ribbons, wire, tape, foliage, wire cutters - Handout
- Discuss basic principles of design (e.g., unity, scale accent, balance, harmony, rhythm, form, line, space, and texture). (See Appendix H.)		- Handouts
- Have trainees practice making corsages, bouquets, centerpeices, and other floral arrangements identical to the instructor's arrangements.	- Gerding, Retail Floristry, pp. 161-167, 172-178	- Cut flowers, ribbons, wire, tape, foliage, wire cutters
- Discuss functions for which floral arrangements are desirable.		
- Assign related reading.	- Ibid., pp. 203-210	
- Discuss the responsibilities of the florist to the funeral director when providing flowers for the deceased.		
- Discuss the importance of good communication between customer and the florist as well as responsibilities of the florist to the customer when planning funeral arrangements.		
- In a role play situation, have trainees demonstrate a florist-customer relationship in ordering flowers for the family of a deceased person.		- Flowers and floral supplies
- Discuss various types of funeral arrangements.		
- Have trainees view slides on various funeral arrangements.		- Slides prepared by the instructor

Competencies	Criterion-Referenced Measures
	4. Demonstration of techniques used in preparing funeral arrangements for preserving freshness of flowers and foliage.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Show pictures on foliage and flowers most used in funeral arrangements explaining the lasting qualities of each and how the lasting qualities can be obtained.	- State Dept. of Edu., Ornamental Horticulture and Floriculture for Area Vocational Centers	- Pictures

FLOWERS FOR SPECIAL OCCASIONS

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* Stinson, Richard F., Project Director. Retail Flower Shop Operation and Management. Teacher Education Series. Vol. 9, No. 1t. University Park: The Pennsylvania State University, College of Agriculture, 1968.

Williams, George S. Greenhouse Flowers and Bedding Plants for Agribusiness Studies. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1975.

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Tucker, Jeanne. Beginning Techniques in Flower Arranging. Calif.: California State Polytechnic College, n.d.

Audio-Visual Aids

"Flower Arranging Beginning Techniques," Vocational Education Productions, California State Polytechnic College, n.d. (film)

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*Indicates uncopyrighted material.

Lesson Plan*

MODULE TOPIC: Flowers for Special Occasions

LESSON TOPIC: Holiday Floral Merchandise

OBJECTIVES: Given a one-year calendar, indicate all holidays (Thanksgiving, Christmas, Valentine's Day, Easter, Mother's Day, and Memorial Day). Indicate the length of time needed for advance preparation, length of each holiday season and the length of holiday merchandise promotion.

Given supplies and instructions, develop a seasonal display calendar. The calendar will include:

1. Date
2. Event
3. Colors
4. Symbols
5. Main flowers available

Given a demonstration and instructions on making corsages, bouquets, centerpieces, and other floral arrangements, prepare one arrangement identical to instructor's arrangement.

INTRODUCTION: The profits which the retail florist makes on such holidays as Thanksgiving, Christmas, Valentine's Day, Easter, Mother's Day, and Memorial Day make up for the months when business is slow. Holidays are the only times that most people seem to enter a florist shop. Therefore, it is very important that the florist take advantage of the golden opportunities afforded him at holidays to create in his customers the desire to purchase flowers not only at that season, but all year round. Customers who come in to make a special holiday purchase can become consistent customers with the correct sales techniques. Improved sales methods can make steady customers of those who come in to make holiday purchases.

Some florists approach holidays with dread, knowing that many hours of overtime will be required. One way to prepare for a holiday so that it will be less hectic is to use better selling methods both in the store and over the telephone. If accurate, detailed records are kept by full-time employees and part-time

*This material was pilot-tested by research project personnel.

help, orders can be filled quickly and without mistakes. Since many florists hire part-time help for holidays, applicants have the opportunity to prove themselves and will probably be called when a full-time opening occurs.

Another way to prepare for the busy holiday season is advance preparation. Careful preparation in buying and preparing flowers and plants and setting up displays can help the florist to avoid much of the last minute rush and to approach holidays with less dread. Decorations can be planned and artificial arrangements can be made up and put away well before a holiday. Arrangements which didn't sell can be examined to see what might be spruced up. Outdated items can be painted in colors to represent the holiday theme and touches of glitter or flocking added. Or trimmings of dried or plastic materials or fragrant candles can be added for a new appearance. Additionally, the floral designers in a shop can create a few new arrangements ahead of time which can then be copied in large numbers by the less-trained personnel.

Remember that all displays for holidays should be replaced immediately after the day has passed to attract new buyers.

METHOD:

Instructor Demonstration
Supervised Individual Activity

LEARNING ACTIVITIES:

On a large calendar, mark all holidays (Thanksgiving, Christmas, Valentine's Day, Easter, Mother's Day, and Memorial Day). Indicate length of time needed for advance preparation, length of each holiday season, and the length of holiday merchandise promotion.

Develop a seasonal display calendar. Include in the calendar the date, event, colors, symbols, and main flowers available.

Prepare an exhibit of an actual wedding corsage or bouquet, centerpiece and other floral arrangements using a variety of flowers and foliage. Have trainee prepare a written evaluation of floral arrangements on the basis of design principles.

Choose one holiday season and prepare one corsage, bouquet, centerpiece or other floral arrangement using basic principles of design.

RESOURCES: Large calendar for current year, construction paper and pencils for planning display calendar. Wire tape, flowers, containers and other supplies for preparing corsages, bouquets, centerpieces and other arrangements.

EVALUATION: Completeness of written evaluation of floral arrangements.

SUMMARY: Question and Answer

Point #1: The objective of this lesson was to outline steps in promoting holiday plants and flowers.

Point #2: How can the florist plan ahead to promote holiday plants and flowers?

Point #3: What are two ways in which the florist can do advance preparation to avoid a last minute rush before a holiday?

Point #4: What are the principles of design and why is it important to apply design principles when arranging flowers?

Point #5: What are the steps in making a corsage?

Appendix H
Making Corsages

Simple Corsages

1. Cut stem off carnation at calyx using a knife.
2. Cut a four-inch length of chenille with scissors.
3. Wrap chenille around calyx, pulling tight with each turn. Turn and pull all the way to the bottom of stem and break off tape. Note: For practice in wrapping, wrap a pencil. (Price of corsage about $1.00)

More Complex Corsages

1. De-stem with knife.
2. Clip chenille with scissors at an angle sharp enough to go into calyx.
3. Stick one end in side of calyx.
4. Stick other end in opposite side of calyx to make an oval stem.
5. Add a piece of asparagus fern as backing.
6. Start wrapping tape at calyx to give support and hold ends together. Note: If tape breaks, just start wrapping again right over it.
7. Push in bottom of ribbon to make upside-down heart shape.
8. To make bow, gather up ribbon, twist, gather, twist; keep going until full. Wrap lightweight wire in middle and twist three times. Spread out loops of bow in a circle and wire onto base of flower. (Price of corsage about $3.00)

Corsage Forms

Shape two pieces of chenille into a double oval, joined and taped in the middle to resemble a figure eight.

Double Carnation Corsage

1. Take two felt leaves and twist wire ends together. Take two more and wire into first two upside-down. Place with wire ends joining into taped center of figure eight. (Leaves fan out at opposite ends of figure eight.)

Charles P. Griner, "A Course of Study for a Twelve Week Unit in Floral Design and Flower Arrangement in Douglas County Comprehensive High School" (Athens: University of Georgia, 1972).

2. Tape all together at center of figure eight. Form each end of the chenille eight into a heart shape.

   Make up other corsage forms in spare time.

   When needed, wire fresh greenery and two carnations into center of hearts and make a bow to place into exact middle, between the two carnations. (Price of corsage about $4.00)

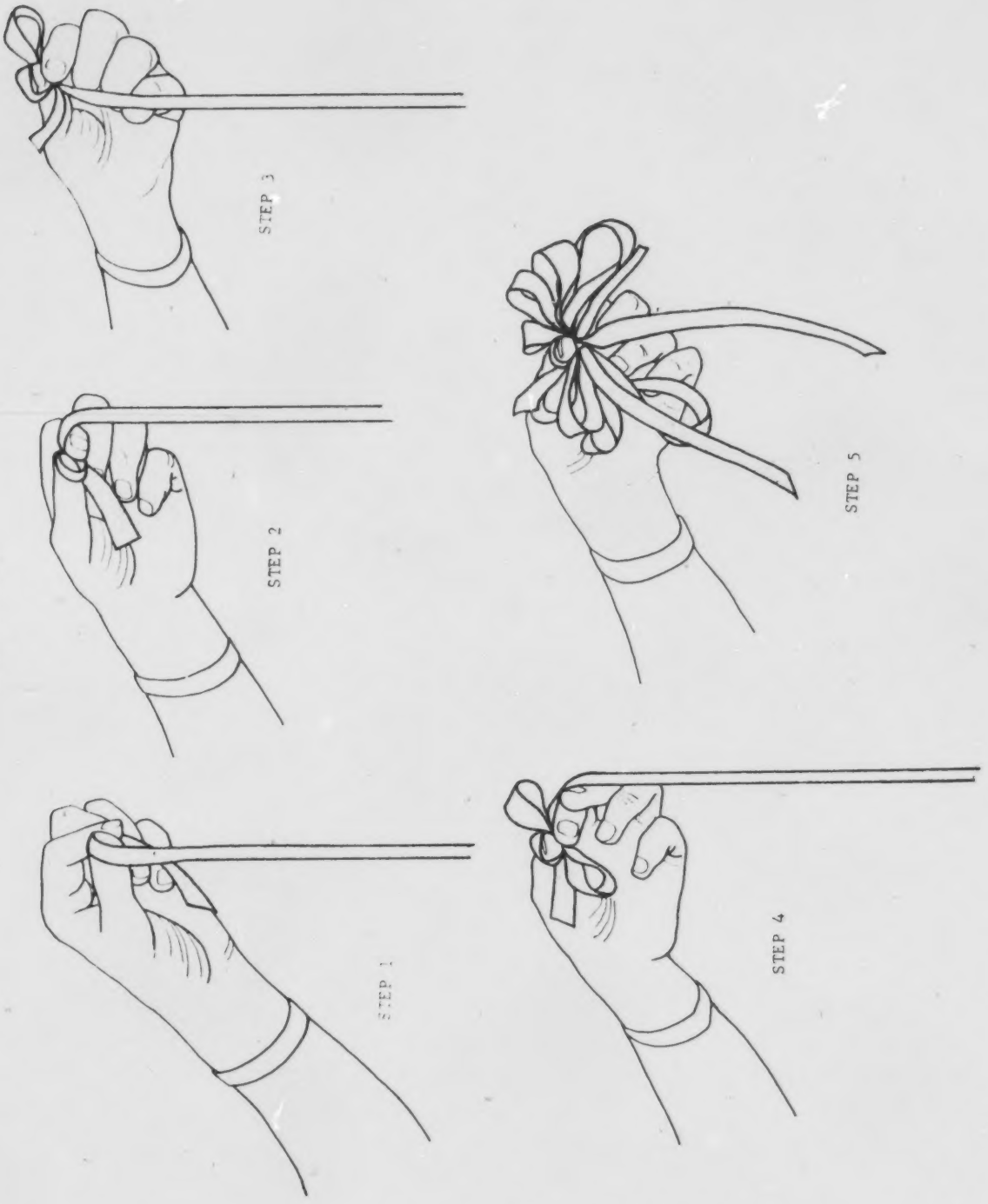
Wristband Corsage

Place corsage from across top of wristband at heart, extending out from either side. Bend clamps down over middle of form and wire flowers on top.

Rose Corsage

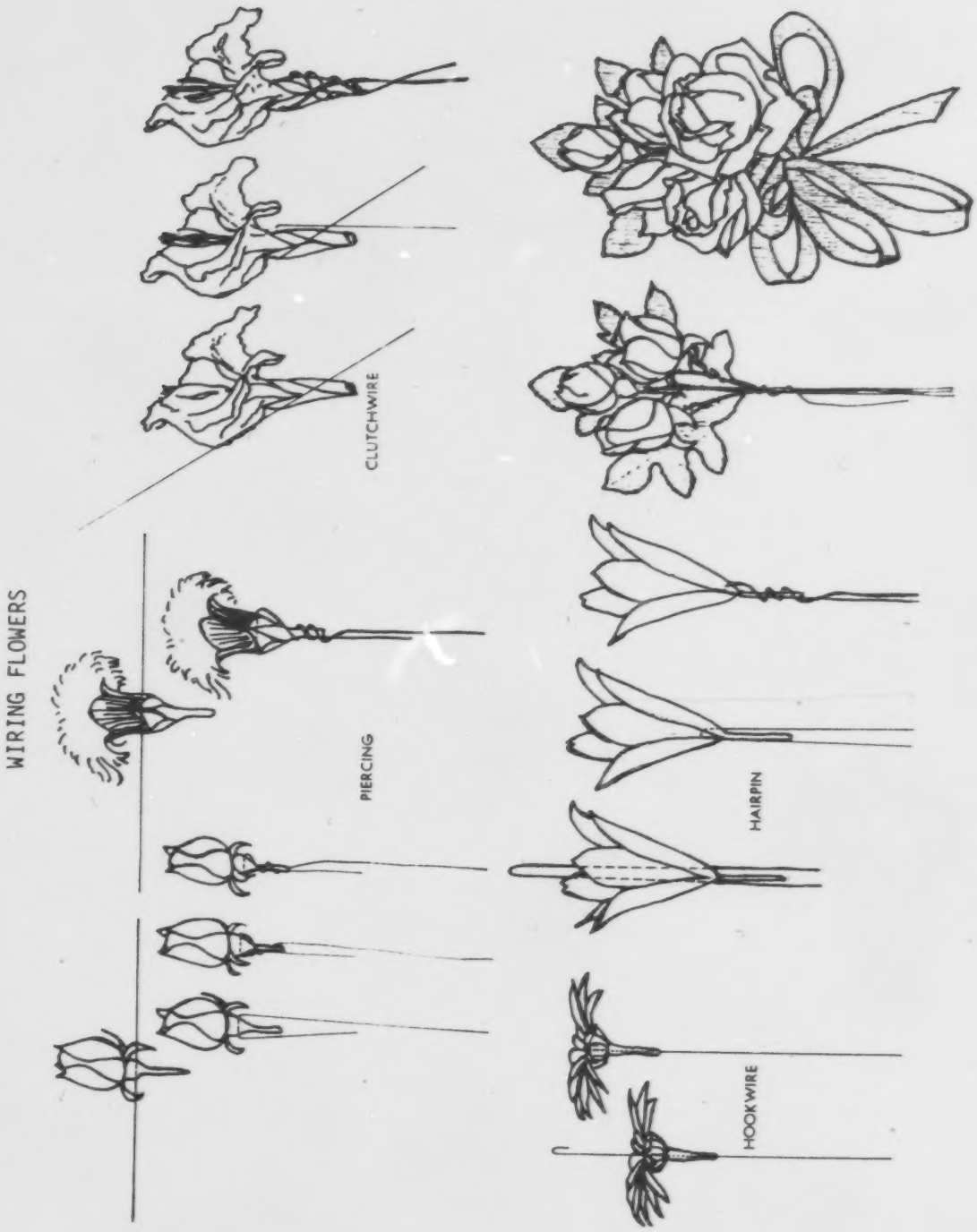
1. Rose foliage is the prettiest in the world. Strip off leaves and thorns with rose stripper or knife.
2. Remove bottom petals.
3. Clip sepals with scissors.
4. Insert lightweight wire in opposite sides of calyx.
5. Twist two wires together "braiding" them down stem of rose to the bottom.
6. Tape and wire from calyx on down stem to bottom, adding a leaf in with rose stem to include in the taping.
7. Tape five roses together from leaves on down to bottom of the stems.
8. Make a bow and wire onto taped stems.

MAKING A BOW



Richard F. Stinson, Retail Flower Shop Operation and Management (University Park: The Pennsylvania State University, 1968), p. 81. Used by permission.

WIRING FLOWERS



Richard F. Stinson, Retail Flower Shop Operation and Management (University Park: The Pennsylvania State University, 1968), p. 82. Used by permission.

BASIC PRINCIPLES AND ELEMENTS OF DESIGN

DESIGN: Is the plan of a composition in color, of various shapes and sizes, arranged in an orderly and rhythmic manner to achieve a balanced, stable and harmonious picture.

PRINCIPLE: Is a basic law, a fundamental truth, a method of operation that has been tested and proven by master artists for many centuries. Rules are guidelines that have been established from time to time as the Art of Flower Arranging developed. Rules may be broken, PRINCIPLES NEVER.

- BALANCE: The equal distribution of visual weight on the opposite sides of a central axis, real or imaginary, in a horizontal plane.
- STABILITY: The equal distribution of visual weight on the opposite sides of a central axis, real or imaginary, in a vertical plane.
- ORIENTATION: The third dimension of a composition--Depth.
- PROPORTION: The size relationships of all parts of a composition--the flowers, foliages, container, accessories.
- SCALE: The size relationships of a composition to its surrounding area.
- RHYTHM: The feeling or appearance of movement within the composition.
- SYMMETRY: Beauty of form, achieved by the orderly, precise and rhythmical placement of like units along or around a central axis.
- HARMONY: The aesthetic quality (the beauty) of a composition, in which there are no discordant, disagreeable or jarring elements.

ELEMENTS: The visual qualities or attributes of a composition, the intangible factors that can be seen but not handled. Elements are not the concrete or physical materials--the flowers, foliages, branches--but the factors needed to construct an arrangement.

- LINE: The framework or skeleton of a composition.
- FORM: The shape or outline of a composition, which includes the height, width, and depth. All design forms are based on one or more (or parts of) three geometric figures--the pyramid, the sphere, and the cube.

Charles P. Griner, "A Course of Study for a Twelve Week Unit in Floral Design (Athens: University of Georgia, 1972).

BASIC PRINCIPLES AND ELEMENTS OF DESIGN (con't)

SILHOUETTE: Sometimes called the pattern is the arrangement of solids and spaces within and around the composition, as seen against its background.

TEXTURE: The surface quality--rough, smooth, glossy, dull, fine, coarse, downy, hairy, etc.

SPACE: The open, or unfilled areas (voids) within and around the composition.

COLOR: The most powerful and vital of all the elements.

COLOR SCHEMES IN ARRANGING FLOWERS

COLOR: Is a visual sensation--seen by the eye, interpreted by the brain, and creates an emotional response.

COLOR WHEEL: Hue is the identification, or specific name of a color.

1. Primary hues--red, yellow, blue
2. Secondary hues--orange, green, violet
3. Tertiary hues--red-orange, red-violet, yellow-orange, yellow-green, blue-green, blue-violet
4. Intermediate hues--combination of secondary and tertiary hues
5. Black, white and gray as colors

ATTRIBUTES OR QUALITIES OF HUES

1. Value: The degrees of lightness or darkness
   a. Tint--white added
   b. Shade--black added
2. Chroma: The degrees of brightness or dullness
   a. Tone--gray added

COLOR SCHEMES OF HARMONIES

1. Monochromatic--One hue with its varying values and chromas.
2. Contrasting or Complementary--Opposite on the color wheel.
   a. Direct Complement--two colors exactly opposite (red and green)
   b. Split Complement--three colors, two lying on each side of the direct opposite of a third (red, yellow-green and blue-green)
3. Analogous--Neighboring, adjacent or close together on the color wheel.
4. Triad--Three colors, equally distant on the color wheel.

BASIC DESIGNS

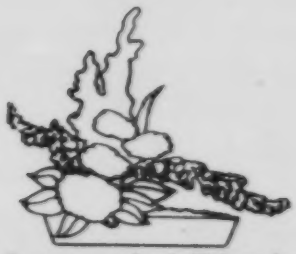
Horizontal

Hogarth

Vertical

Inverted 'T'

Symmetrical Triangle



Asymmetrical Triangle

Right Angle

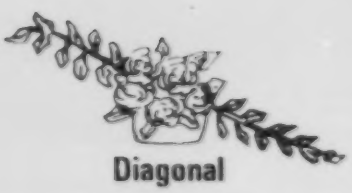
Cresent

Circle

Oval

Zig Zag

Spiral



Diagonal

Richard F. Stinson, Retail Flower Shop Operation and Management (University Park: The Pennsylvania State University, 1968), p. 66. Used by permission.

COMMON FAULTS IN A FLOWER ARRANGEMENT

1. Too many different kinds of flowers and/or colors. Three should be the maximum, except in certain types of mass arrangements.
2. Flowers and/or foliage massed, crowded, overlapping, lacking in voids.
3. Poor balance--seems to tip sideways, forward or backward.
4. Lacks stability--top-heavy, largest flowers at top, or "ice cream cone" design--broader at the top than at the base.
5. Looks flat--flowers all in the same plane; tilts forward or backward.
6. Focal point poorly placed; too high, off-side, recessed or pushed in.
7. Arrangement too small or too large for size of container.
8. Jerky rhythm--too much distance between flowers; large jump in sizes; too abrupt changes in colors; discordant crossed lines; wide angles, large voids that form "windows".
9. Colors not grouped--spotty, scattered; unrelated.
10. Container too dominant--elaborate, decorated, brilliantly colored, shiny.
11. Lacks unity with container--break the rim of the container with a flower or a leaf to tie them together.
12. Flowers poorly placed--all facing forward; "layered" one row on top or beside another; "sandwiched" (two rows of one kind with another in between); flowers and/or foliages touching table; not enough contrasts in foliage size, shape, color, texture; leaves "plastered" (broad side faced forward); marching stems that do not meet at focal point; too much filler material (baby's breath, Love-in-a-mist, plume fern).
13. Poor use of accessory--too large, too small wiring of color or texture.
14. Poor workmanship--artificial supports, wiring, mechanics apparent.
15. Poor grooming, poor conditioning, poor quality of plant materials.

Charles P. Griner, "A Course of Study for a Twelve Week Unit in Floral Design and Flower Arrangement in Douglas County Comprehensive High School" (Athens: University of Georgia, 1972).

Floral Design and Flower Arrangement

Plant Identification
Flowering Pot Plants

1. Poinsettia
   - Priced: According to number of flowers and pot size
   - Colors: Red, white, pink
   - Season: Christmas

2. Azalea
   - Priced: According to pot size - $2.50-$5.00
   - Colors: Red, pink, white, and variegated
   - Season: Winter through Spring

3. Easter Lily
   - Priced: According to number of flowers and buds
   - Color: White
   - Season: Easter

4. Chrysanthemum
   - Priced: $1.85-$2.50 for 6" pot
   - Colors: White, yellow, bronze, red, pink, lavender
   - Season: Year-round

5. Geranium
   - Priced: By size of pot
   - Colors: Red, pink, salmon, white
   - Season: Spring, summer

6. Hydrangea
   - Priced: By number of flowers per pot
   - Colors: Blue, pink, white
   - Season: Easter, Mother's Day

7. African Violet
   - Priced: By pot size
   - Colors: Purple, blue, pink, rose, white, variegated
   - Season: Year-round

8. Gloxinia
   - Priced: $2.00-$2.50 pot
   - Colors: Red, white, pink, variegated
   - Season: Christmas, Mother's Day, Spring, but sometimes available year-round

9. Cyclamen
   - Priced: By size of pot
   - Colors: Pink, white, lavender
   - Season: Christmas, Valentine's Day, Easter

Charles P. Griner, "A Course of Study for a Twelve Week Unit in Floral Design and Flower Arrangement in Douglas County Comprehensive High School" (Athens: University of Georgia, 1972).

10. Zelua Plant
    Priced: Usually 6" pot-$2.00
    Colors: Green foliage, yellow bloom
    Season: Year-round

11. Potted Rose
    Priced: By size of pot
    Colors: Mostly red
    Season: Mother's Day, Easter

12. Begonia
    Priced: By type and size
    Colors: Red, pink, white (foliage color also)
    Season: Mostly Spring

Floral Design and Flower Arrangement

Plant Identification
Florist Greens

1. Eucalyptus
   Treatment: Freshly cut stems, place in warm water for 2 hours, then store in cooler.

2. Podocarpus
   Treatment: Same as Eucalyptus

3. Laurel
   Treatment: Same as Eucalyptus

4. Rhododendron
   Treatment: Same as Eucalyptus

5. Plumosus
   Treatment: Sprinkle with water, wrap in damp paper and store in plastic bag or air-tight box in cooler

6. Sprengeri
   Treatment: Same as Plumosus

7. Leatherleaf Fern
   Treatment: Same as Plumosus

8. Salal
   Treatment: Same as Plumosus

9. Huckleberry
   Treatment: Same as Plumosus

10. Galax
    Treatment: Same as Plumosus

11. Jade Palm
    Treatment: Same as Plumosus

12. Emerald Palm (Medium, Jumbo)
    Treatment: Same as Plumosus

13. Ti Leaves
    Treatment: Same as Plumosus

14. Boxwood
    Treatment: Same as Plumosus

15. Hemlock
    Treatment: Same as Plumosus

Floral Design and Flower Arrangement

Plant Identification
Cut Flowers

1. Standard Chrysanthemum (Football Mum)
   Uses: Corsages, home arrangements, funeral designs
   Color: White, bronze, yellow, lavender
   Keeping Quality: Excellent
   Priced by Dozen: $5.50
   Treatment: Crush stems, remove lower leaves and set in warm water 2 hours, then store in cooler.

2. Cushion Pompon
   Uses: Corsages, arrangements, funeral designs
   Color: White, bronze, yellow, lavender
   Keeping Quality: Excellent
   Priced by Bunch: $1.50
   Treatment: Same as Standard Chrysanthemum

3. Fuji Chrysanthemum
   Same as Standard Chrysanthemum.

4. Daisy Pompon
   Same as Cushion Pompon but priced slightly higher.

5. Hybrid Tea Rose
   Uses: Corsages, arrangements, funeral designs
   Color: Red, yellow, pink, white, orange, variegated
   Keeping Quality: Poor
   Priced by Bunch: 1 doz. - $5.50; 25 - $8.50-$12 according to stem length
   Treatment: Cut stems on slant with a sharp knife, remove the lower leaves and place in warm water (100°) to which a good preservative has been added. Condition in cooler (35° to 45°) for 4 to 6 hours before using.

6. Floribunda (Sweetheart) Rose
   Same as Hybrid Tea but keeping quality is slightly better.

7. Carnation
   Uses: Corsages, arrangements, funeral designs
   Color: Red, white, pink, yellow, novelty
   Keeping Quality: Excellent
   Priced by Bunch: 25 - $4.00-$4.50
   Treatment: Cut stems on slant, remove lower leaves, place in warm water 2 hours, and store in cooler 35°-45°.

8. Miniature Carnations
   Uses: Corsages and arrangements
   Color: Variegated, light pink, white red
   Keeping Quality: Excellent
   Priced by Bunch: 25-30 blooms - $3.50
   Treatment: Same as Carnation

9. Gladiolus (Glads)
   Uses: Corsages, arrangements, funeral designs
   Color: All colors
   Keeping Quality: Good
   Priced by Bunch: 10 - $1.50
   Treatment: Cut stems on slant, place in warm water, store at room temperature until blossoms open, then store in cooler at 35° to 45°.

10. Snapdragon (Snaps)
    Uses: Arrangements and funeral designs
    Color: All colors
    Keeping Quality: Good
    Priced by Dozen: $3.50
    Treatment: Cut stems on slant, remove lower leaves, place in warm water for 2 hours, then store in cooler at 35° to 45°.

11. Asters
    Uses: Corsages, arrangements, funeral designs
    Color: All colors
    Keeping Quality: Good
    Priced by Dozen: $3.75
    Treatment: Cut stems on slant, remove lower leaves, place in warm water for 2 hours, then store in cooler at 35° to 45°.

12. Stock
    Uses: Arrangements, funeral designs
    Color: White, lavender, yellow
    Keeping Quality: Fair
    Priced by Dozen: $2.25
    Treatment: Crush base of stems, remove lower leaves, place in warm water for 2 hours, then store in cooler at 35° to 45°.

13. Iris
    Uses: Arrangements, corsages, funeral designs
    Color: Blue, yellow, white
    Keeping Quality: Fair
    Priced by Dozen: In season - $2.50
    Treatment: Cut stems on slant, place in warm water; store at room temperature until blooms open, or store directly in cooler at 35° to 45°. Iris which open in cooler sometimes result in poorer quality blooms.

14. Tulip
    Uses: Arrangements, funeral designs
    Color: Red, white, yellow, orange, purple
    Keeping Quality: Fair
    Priced by Dozen: $3.50
    Treatment: Store on shelf in cooler until day of use, then cut stems at angle and place in warm water for 2 hours.

15. Daffodil
    Uses: Arrangements and funeral designs
    Color: Yellow
    Keeping Quality: Good
    Priced by Dozen: $2.50
    Treatment: Cut stems on slant, place in warm water for 2 hours, then store in cooler at 35° to 45°.

16. Gypsophila (Gyp)
    Uses: Corsages, arrangements, funeral designs
    Color: White
    Keeping Quality: Good to excellent
    Priced by Bunch: $2.50
    Treatment: Cut stems and place in warm water for 2 hours, then store in cooler.

17. Statice
    Uses: Corsages, arrangements, funeral designs
    Color: White, yellow, purple
    Keeping Quality: Excellent
    Priced by Bunch: $2.50
    Treatment: Cut stems and place in warm water for 2 hours, then store in cooler.

18. Marguerite Daisy (Marguerites)
    Uses: Corsages, arrangements
    Color: White, yellow
    Keeping Quality: Good
    Priced by Bunch: $1.25
    Treatment: Cut stems on slant, place in warm water for 2 hours, then store in cooler.

19. Majestic Daisy
    Uses: Corsages, arrangements, funeral designs
    Color: White, yellow
    Keeping Quality: Good
    Priced by Bunch: $2.50
    Treatment: Same as Marguerite Daisy

20. Gerbera Daisy
    Uses: Arrangements
    Color: All colors (mixed bunches)
    Keeping Quality: Good
    Priced by Bunch: $2.50
    Treatment: Cut stems on slant, place in warm water for 2 hours, then store in cooler.

21. Heather
    Uses: Arrangements
    Color: Pink
    Keeping Quality: Good
    Priced by Bunch: $1.50
    Treatment: Cut stems on slant, place in warm water for 2 hours, then store in cooler.

22. Ranunculus
    Uses: Arrangements
    Color: Mixed colors
    Keeping Quality:
    Priced by Bunch: $5.00
    Treatment: Cut stems on slant, place in warm water for 2 hours, then store in cooler.

23. Delphinium
    Uses: Arrangements
    Color: Purple
    Keeping Quality: Fair
    Priced by Bunch: $3.00-$5.00 1/2 doz. stems
    Treatment: Cut stems on slant, place in warm water for 2 hours, then store in cooler.

24. Anemone
    Uses: Arrangements
    Color: Mixed bunches
    Keeping Quality: Good
    Priced by Dozen: $2.50

25. Killean Daisy
    Uses: Arrangements, funeral designs
    Color: White, yellow
    Keeping Quality: Good
    Priced by Dozen: $2.50
    Treatment: Cut stems at angle, place in warm water for 2 hours, then store in cooler.

26. Cattleya Orchid
    Uses: Corsages, funeral designs, arrangements
    Color: White, lavender
    Keeping Quality: Excellent
    Price: Individually $1.50-$3.50
    Treatment: Keep orchid tubes filled with fresh water and store in cooler above 40°.

27. Cymbidium
    Uses: Corsages, funeral designs, arrangements
    Color: Yellow, brown, green, lavender
    Keeping Quality: Excellent
    Price: Individually or by dozen ($1.25 each)
    Treatment: Same as Cattleya Orchid

28. Gardenia
    Uses: Corsages
    Color: White
    Keeping Quality: Fair
    Price: Individually
    Treatment: Same as orchid

Module Topic: **Permanent Flowers and Plants**

Generalization: *Permanent flowers and plants add to profits of retail florist businesses if the owner practices good merchandising procedures.*

Instructional Objectives:

1. Given three basic types of permanent flowers and plants (i.e., plastic, dried and silk), enough to prepare one arrangement per type, styrofoam, and florist's clay, prepare one oval arrangement for each type. Each arrangement must exhibit five basic principles of design.

2. Given one example each of a plastic, dried and silk flower arrangement, identify each in writing according to type, listing at least three rules of proper care and two basic advantages of permanent arrangements over live flowers and plants. List fifteen varieties of dried flowers and grasses appropriate for use in dried flower arrangements.

Competencies	Criterion-Referenced Measures
1. Prepare arrangements using plastic, dried, or silk permanent flowers and plants.	1. Prepare flower arrangements, using five basic principles of design.
	2. Correctly recommend proper care of plastic, dried, and silk arrangements.
	3. Identify in writing two basic advantages of using permanent flowers and plants over live flowers and plants.
	4. List 15 varieties of dried flowers and grasses appropriate for use in dried flower arrangements.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Pfahl, The Retail Florist, pp. 404-407	
- Discuss three basic types of permanent flowers and plants and prepare a display including all three types (plastic, dried, and silk).	- Gerding, Retail Floristry Sales, pp. 221-224	- Samples of three types of permanent flowers and plants
- Discuss uses of permanent flowers, plants, and planters.	- Pfahl, The Retail Florist, pp. 404-407	
- Demonstrate to trainees care and storage procedures to maintain plastic, dried, and silk flower arrangements.	- Gerding, Retail Floristry Sales, pp. 224, 227, 230	
- Demonstrate to trainees procedures for drying flowers.	- Ibid., p. 225	- Carnations, roses, and marigolds; silica gel; sealed plastic boxes
- Have trainees prepare a display labeling a variety of dried flowers.		

PERMANENT FLOWERS AND PLANTS

REFERENCES

Books and Articles

Benz, M. Flowers: Geometric Form. Houston: San Jacinto Publishing Company, 1966.

Gerding, Mildred F. Retail Floristry, Sales and Merchandising. Austin: Instructional Materials Center, The University of Texas, 1976.

Pfahl, Peter B. The Retail Florist Business. Danville, Ill.: The Interstate Printers and Publishers, Inc., 1968.

Module Topic: Preparing for Shipment and Delivery

Generalization: *Permanent flowers and floral arrangements require careful handling and packaging when preparing them for shipment and delivery. Packaging of plants using appropriate materials and wrap for a particular kind of flower is essential. Flowers must be loaded and unloaded in an orderly manner to prevent damage.*

Instructional Objectives:

1. Given one cut flower arrangement and one foliage plant to be delivered to a customer, materials and wrap (i.e., foil, crepe paper, plastic and cellophane), package each for delivery. The cut flower arrangement and the foliage plant must be packaged so they will reach their destination intact and without damage to the flowers or plant.

2. Given five orders prepared for delivery and ready to be loaded in a delivery truck, load the flowers in the truck. A checklist will be used to evaluate performance. All items on the checklist must be marked "yes" by the instructor.

3. Given a situation requiring one delivery of flowers to each of the following places: a funeral home, a hospital, a church, and a residence, list in writing three basic problems which may arise at each place when making the delivery to the particular place, and explain four procedures for handling a C.O.D. order.

4. Given one arrangement that has been damaged in route to be delivered, wire, tape, modeling clay and floral tape, rearrange and repair the damaged arrangement. All signs of damage should be eliminated, flowers replaced if needed, to make arrangement appear as it was before damage took place.

Competencies	Criterion-Referenced Measures
1. Package floral orders to be delivered to customers.	1. Packaging of plants using appropriate handling techniques, materials, and wrap (i.e., foil, crepe paper, plastic, and cellophane).
2. Load flowers into compartments in the delivery vehicle.	1. Loading of flowers and plants in a delivery truck in an orderly manner, according to instructor's specifications. "Yes" ratings assigned to all applicable items on the accompanying "Instructor's Checklist".
3. Handle deliveries for funeral homes, hospitals, churches, other institutions, and residences, including C.O.D. orders.	1. List in writing delivery problems which may arise when making deliveries to institutions and residences. Explain procedures for handling C.O.D. orders.

Instructor's Checklist

Check the trainee's performance in the following elements of loading floral orders in a delivery truck. Circle YES if the point was fully covered, and NO if it was not covered.

	Activity	Rating	
1.	Flowers loaded in an orderly manner.	Yes	No
2.	Loading of flowers was planned according to delivery route.	Yes	No
3.	Last items to be delivered were loaded first.	Yes	No
4.	Special racks were installed to provide protection for orders in route, when needed.	Yes	No
5.	All vase arrangements were put in cardboard delivery cartons to safeguard against tipping.	Yes	No

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Assign related readings.	- Gerding, Retail Floristry, p. 84 - Penn. State Univ., Retail Flower Shop Operation and Management, p. 133 - FTD Prof. Floral Inst., FTD Management Handbook	
- Demonstrate for trainees packaging of cut flower arrangements and foliage plants to be delivered to customers.		- Cut flowers, packaging materials and supplies, foliage plants
- Have trainees wrap potted plants and cut flower arrangements for delivery, using various wraps.		
- Discuss with trainees the importance of loading a vehicle in an orderly manner, covering the following topics: 1. how to load a delivery vehicle 2. the use of special racks and fasteners in a delivery vehicle 3. how to unload a delivery vehicle 4. reasons for loading vase arrangements in cardboard delivery cartons	- Gerding, Retail Floristry, p. 85	
- Have a retail florist owner or manager talk to trainees about making deliveries to funeral homes, hospitals, churches, weddings, and residences, emphasizing delivery problems that may arise and how to handle C.O.D. orders.	- Ibid., pp. 86-88	

Competencies	Criterion-Referenced Measures
4. Make minor repairs on damaged arrangements to customer's satisfaction.	1. Rearrange and/or repair a damaged arrangement according to instructor's specifications.

Teaching-Learning Strategies	References	Materials, Media, & Other Resources
- Demonstrate for trainees the repairing of damaged floral arrangements or foliage plants that are not broken beyond repair, stressing the importance of customer satisfaction.	- Gerding, Retail Floristry, p. 91	- Damaged floral arrangements and foliage plants

PREPARING FOR SHIPMENT AND DELIVERY

REFERENCES*

Books and Articles

FTD Professional Florists' Institute. FTD Management Handbook. Southfield, Mich.: Florists' Transworld Delivery, 1966.

Gerding, Mildred F. Retail Floristry, Sales and Merchandising. Austin: Instructional Materials Center, The University of Texas, 1976.

* Stinson, Richard F., Project Director. Retail Flower Shop Operation and Management. Teacher Education Series. Vol. 9, No. 1t. University Park: The Pennsylvania State University, College of Agriculture, 1968.

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*Indicates uncopyrighted material.

Appendix I

IDEAS FOR IMPROVING DELIVERY

Delivery is affected by many other operations in a flower shop. Some of the following ideas directly affect delivery; others have an indirect effect. All are practices and procedures now being used by florists. You may be able to adapt some of these ideas to your shop to make the changes or improvements you desire. These ideas may also be used with minor changes by florists participating in a delivery pool.

Important Note: Special rules apply to the delivery of FTD orders. They are found in your copy of the FTD Answer Book. In the following, an asterisk (*) is placed next to each item where you should check the FTD Answer Book.

The Sales and Order "Conversation"

1. Make sure that employees handling in-store and telephone sales are completely familiar with your delivery policies so they can talk intelligently to customers about deliveries without making costly mistakes. Complete delivery information, including time and scope of runs, should be kept near sales people so they can encourage the most economical delivery time.

2. Some delivery failures are a result of necessary information which is hard to read. A number of florists assign typists to handle phone orders and equip them with elephone headsets so they can type the information.

3. Many dissatisfied customers can be "saved" if you act quickly. Use a complaint form which lists all the information required to make an adjustment.

Standing Orders

4. To avoid non delivery of standing orders, copies should be made of the original order so they can be placed in the daily work flow. This can be done retyping the order, or by using a copying machine.

Tickets, Tags and Cards

5. Type or clearly print all necessary paper work for deliveries to avoid mistakes.

6. Use multiple-copy tickets, tags or cards so the data only has to be recorded once. The necessity of having to type or write the same information on several items increases the opportunity for error and increases the time spent and therefore your costs.

7. A numbering system can help in the handling of orders from sale to delivery. Two-part hat check numbers can be used, with one

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part on the sales slip and the other on the package once the order is filled. The numbers aid the delivery man and provide a quick way for locating orders.

8. Looking up and double checking addresses can be a major but important project, especially at holidays, and some florists have found it works out best to assign one person to do nothing but find addresses when the shop is rushed.

Control Boards

9. Control Boards are a way to maintain visual control over the work flow. In some cases, they are merely a board with each employee's name by a hook. When an order is assigned to an employee, the sales slip is put on the proper hook. When the order is ready for delivery, the slip is moved to the driver's hook, or to the dispatcher's hook.

10. Control Boards are also used to organize deliveries by days. The delivery ticket portion of the sales slip is put on the proper day's hook so the driver or dispatcher knows in advance which orders must be delivered.

11. Some florists use Control Boards to organize deliveries by area. They have a peg for each of their delivery areas and hang the delivery ticket for each order on the proper peg.

12. You may want to use a combination Control Board - one that shows both delivery area and day.

Wrapping and Packaging

13. Wrapping and packaging is usually the final step before an order is delivered. This often is a time-consuming job that causes a bottleneck in the smooth flow of work through the shop. A number of wrapping and packaging machines are on the market, along with new materials, such as plastic film, and florists using them generally agree that the new techniques speed handling.

14. Last-minute orders, just before a delivery run is set to go, often disrupt the delivery routine. With the new wrapping equipment and materials, a number of items can be prepared and pre-packaged to fill last-minute orders.

Special Delivery

15. Special deliveries, however necessary, can interrupt the normal delivery system, so some florists use taxi cabs to deliver these orders and charge the customer for the cost. This procedure is explained in advance and often makes the customer think twice about demanding a special delivery.

16. In some communities, arrangements can be made with a dependable high school student who has his own car to make special deliveries.

17. Mark all of your "time delivery" orders. Put a bright-colored sticker on the slip so it will show up.

Sorting Deliveries for Runs

18. A simple way to sort orders for various delivery runs is to mark off areas of the backroom floor with paint or chalk. Everything placed in one area goes on such-and-such a run, and so on. If ready-to-go orders must be placed in the sales area, assign different sections of the room to different runs.

19. A delivery zone system can be used for planning and sorting deliveries. Shops that do not have a regular dispatcher and use temporary drivers at times may find it helpful to have their delivery zones correspond with postal zones.

Checking Orders

20. Generally speaking, the purpose of a checking system is to make sure that orders have been filled on schedule, delivered as promised, and that charge sales have been processed properly for billing purposes. The type of sales slip used, the number of copies, etc., can aid in checking. So can a control board of the type mentioned earlier.

21. Checking takes time and effort, therefore, some florists have eliminated it. They believe the time saved increases their output and that the increase in sales and profits offset any losses resulting from delivery errors.

22. Spot checking is employed by a number of florists in place of complete checking. The spot checks provide a periodic means of making sure the system is working smoothly.

23. Other florists check only when new employees are involved and some check only during high volume periods, when haste may cause more mistakes.

Scheduling Delivery Runs*

24. Many florists have specific departure times for their delivery runs that may not vary so orders must be sold and filled to fit the runs.

25. In shops where delivery departures are flexible, some florists announce departures to all employees a predetermined length of time in advance.

26. Shops large enough to have a delivery dispatcher may have a flexible system and it is the dispatcher's reponsibility to make sure that all employees are aware of changing departure times.

The Delivery Route

27. The driver may determine the route from a list of deliveries or pile of delivery tickets, deciding what is the quickest and most efficient way of completing the run.

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*Refer to the FTD Answer Book

28. The dispatcher or owner may determine the route and tell the driver the order of deliveries. The route can be given to the driver on a form, or simply by arranging delivery tickets in the order in which the items are to be delivered. If a form is used, it usually requires the driver to fill in certain data about the delivery, including the time, recipient, comments, etc.

29. If orders are delivered according to the time received, a time clock may be used to stamp the sales slip or delivery ticket.

30. A time clock also can be used as a delivery control device if drivers are allotted fixed periods of time to complete delivery runs.

31. To assist the driver, a telephone book, a city map, a street guide, a pad and pencil and necessary forms should be kept in every vehicle. Some shops make up special kits of these items for temporary drivers.

32. Some holiday drivers are given a map of their delivery area encased in plastic with the route and stops marked on the plastic cover with crayon.

33. Driver instruction sheets are a helpful guide for all drivers, especially temporary deliverymen.

Vehicles

34. Special attention should be paid to the maintenance of delivery equipment and many florists keep a detailed maintenance check list that must be filled out by the driver or the garage servicing the vehicles.

35. Some florists make vehicle maintenance the complete responsibility of the driver and expect him to make sure that the equipment is always in working order. In such cases, the driver should have some knowledge and skill in auto mechanics.

36. An increasing number of florists are using leased vehicles.

Vehicle Loading

37. How the delivery vehicle is loaded affects the speed and efficiency of the run. Special racks and fasteners can be installed in trucks to improve loading and provide superior protection for orders enroute.

38. Loading should be planned in line with the delivery route. Where a truck is nearly loaded to capacity, the last items to be delivered naturally should be loaded first.

39. Special precautions may be necessary for orders that will be re-delivered by a pool. A common protection is to put all vase arrangements in cardboard delivery cartons to safeguard them against tipping.

Traffic, Weather and Road Conditions

40. During inclement weather periods, have someone call the Weather Bureau daily for the forecast. Check highway department or traffic bureaus about road conditions. Keep a radio in the shop tuned to a station that broadcasts traffic advisories.

41. Have delivery vehicles equipped for all possibilities - heating and air-conditioning.

42. If your normal packaging material will not protect against severe weather conditions, make sure you have emergency supplies of more protective wrapping.

43. If the delivery vehicle is equipped with a radio, mark on the dial with a grease pencil or other marker the stations that provide traffic information and instruct the driver to keep tuned to these stations during peak traffic hours and inclement weather.

Funeral Home Deliveries

44. Clip obituary notices from newspapers each day and pin them up on a bulletin board in the shop. Use a felt-tipped marking pen to highlight the important information, such as visitation period, address, time of funeral, etc. Felt-tipped markers are available in different colors and you can use different colors to "code" for today's services, tomorrow's, etc.

45. Include space for information required by funeral homes, such as name of deceased, etc., on all sales slips and forms.

46. When one funeral home has several locations, and obituary notices don't indicate which one, make it a standard office procedure to phone and determine the right location before sending out deliveries.

47. In some areas, florists get together and make cooperative deliveries to the funeral homes in the community.

Hospital Deliveries*

48. Include all information required by hospitals on sales slips, delivery tickets and other forms, including first and last name of patient, etc.

49. If flowers must be delivered to patients' floors or rooms, provide a cart or make arrangements to use one of the hospital's so each item doesn't have to be carried up separately.

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*Refer to the FTD Answer Book

50. If a hospital has a flower room, several florists may cooperate and jointly pay an individual to handle their flowers and plants in the room.

51. Cooperative deliveries by several florists to hospitals also are utilized in some communities.

52. Keep a list of all hospitals with notations as to their requirements about flowers, containters, etc.

Wedding Deliveries

53. Place a box for each wedding order on the work bench and as work proceeds, put each item in the box so when all the pieces are completed they are gathered and ready for delivery.

54. In producing wedding work, allow enough time so the completed items can be delivered in a minimum number of trips. Try to work out a system that lets you meet delivery deadlines at churches, reception halls, etc., with as little rushing back and forth as possible.

C.O.D. Deliveries

55. Have drivers carry blank counter checks.

56. Accept C.O.D. orders only from certain selected neighborhoods.

Multiple Housing Deliveries

57. Pay parking tickets that drivers may get while making deliveries. Time saved by drivers may well outweigh costs.

58. Ask the customer where the order should be left if the person is not home when it is delivered.*

59. Provide the driver with a helper to make deliveries, such as a teen-age youth.

Single Dwelling Deliveries*

60. When the resident is not home and the flowers are left elsewhere, put a tag on the door advising where the delivery is. It's a good idea to put a tag on each door of the dwelling to make sure the notice isn't missed.

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*Refer to the FTD Answer Book

Long Haul Deliveries (R.F.D., Suburbs)

61. Co-op deliveries with other florists.

62. Relay the orders.

When Delivery Truck Returns to Shop

63. If route sheet is used, have it time-stamped so you can check how long the run took.

64. In case of non-deliveries, have driver fill out a report or form indicating the circumstances.

SELECT THE PROPER DELIVERY VEHICLE

TRANSPORTING FLOWER ORDERS from shop to recipient is a major part of the flower business. And this regular service has a great deal to do with the image every florist creates.

Floral arrangements may be exquisite when completed. But their condition when received will be the final test of the popularity a florist has with his public. An arrangement which has been stuffed into an overcrowded truck or one which has wilted in an unsatisfactorily cooled truck can hardly be received with pleasure. By the same token, arrangements which have spent hours on a truck awaiting delivery cannot be expected to be in peak condition when received.

Now is the time for you to take a critical look at your delivery vehicles. The rise in population to scatter itself over the expanse of suburban areas inevitably means that more flowers will be delivered to more people covering a wider area than ever before.

Does your present delivery system meet the demand of these trends? Remember, too, that your commercial vehicles will be seen by thousands of people each day while en route to their destinations.

More luxury features

Whether you are looking for additional trucks to add to your fleet, or one new truck to replace an old and worn model, this year's line of light-duty vehicles has to interest every florist.

All models have been improved for better handling and smoother ride. Some models offer power steering and brakes, important features when considering the delicacy of flowers.

Others offer an automatic transmission, making it possible for virtually anyone to handle a delivery. Bucket seats, tinted glass windshields, and convenient placement of panel lights and guages are only a few of the features geared to increase driving ease.

But performance and comfort are not the only keys to smooth delivery. Uppermost in every florist's mind are the conditions under which his flowers will be stored while en route. Wider wheel bases provide maximum load areas, and a stable cargo platform.

Interiors can be customized

Customers will be able to select factory installed shelves, compartments and racks in many models. This is an attractive feature when considering last-minute repairs or additions needed before a design can be delivered. Loose fruit, candles and other final accessories which could easily be jolted from an arrangement, can be conveniently stored until the design reaches its final destination.

Optional insulation or air conditioning are features every florist should consider. Some models carry interior work lights. Others feature double side and rear doors making loading and unloading both easier for the driver and less hazardous. Some companies offer retracting side step for easy access to and from the storage area.

For those florists interested in a versatile, double-duty vehicle, some small vans can be converted into passenger buses. Used for deliveries during the week, they make excellent vehicles for family excursions on the weekends.

NAME		
DATE		VEHICLE
	BEGIN	FINISH
TIME		
MILEAGE		

DRIVER'S ROUTE FORM

CODE		
	P—Plant or Planter	B—Box of Cut Flowers
	V—Vase Arrangement	A—Artificial Arr't.
	C—Corsage	F—Funeral Arr't.

- Never Leave Store With A Poorly Packed Delivery.
- When Leaving Deliveries Next Door, In Garage or Elsewhere, Leave Tags On All Doors And Note On Pad.
- Never Leave Deliveries Outside In Cold Weather, They Freeze.
- Always Keep Vehicle Warm.
- Check Poor Addresses Or Unfamiliar Ones, Before Leaving Store.

ROUTING #	PKG. #	HOUSE NO. & STREET	TOWN	NAME & INITIALS	CODE	TIME DELIVERED	REMARKS	CUSTOMER'S INITIALS

Form 816 Rev. 1--040168

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NOT-AT-HOME TAG

When the recipient of a floral delivery is not home and the package is left with a neighbor or building manager, or returned to the shop, a note of some kind must be placed on the door. Special tags for this purpose are available to florists from their printing suppliers, or they can be made up simply by local printers. This is a sample of the type of tag that can be used.

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NON DELIVERY REPORT

When flowers cannot be delivered, complaints can be avoided if you get all the details quickly and have them in a concise form. One technique is to require drivers to fill out separte reports on each non-delivery, using a form of some type, like this very simple one.

NON DELIVERY REPORT

ORDER NO._____

ADDRESS_____

_____

DATE DELIVERY ATTEMPTED_____

TIME_____

REASON FOR NON-DELIVERY_____

_____

_____

_____

DRIVER_____

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NON DELIVERY TRACE SHEET

The steps to be taken after a non-delivery can be organized on a form that is filled out by the driver and by others assigned to resolve the problem. By using a form, such as this sample, relatively inexperienced employees can be assigned to tracing.

NON DELIVERY TRACE SHEET

DRIVER_____

ADDRESSED TO_____

AT_____

☐ PLANT ☐ CORSAGE ☐ ARRANGEMENT ☐ OTHER_____

REASON FOR NON-DELIVERY:

☐ NO SUCH NUMBER ☐ NO SUCH STREET ☐ UNKNOWN BY OCCUPANT

☐ MOVED TO_____

☐ HOUSE VACANT ☐ OTHER_____

STEPS IN TRACING:

IS THERE A STREET WITH A SIMILAR NAME?_____

IS RECIPIENT LISTED IN PHONE BOOK? ☐ YES ☐ NO

AT THIS ADDRESS? ☐ YES ☐ NO PHONE NO._____

AT ANOTHER ADDRESS?_____

IS A TELEPHONE LISTED AT THIS ADDRESS IN CITY DIRECTORY? ☐ YES ☐ NO

PHONE NO._____ NAME_____

NEIGHBOR'S PHONE NO._____ NAME_____

IS RECIPIENT LISTED IN CITY/SUBURBAN DIRECTORY? ☐ YES ☐ NO

AT THIS ADDRESS? ☐ YES ☐ NO AT_____

ORDER CHARGED TO_____

PHONE NO. (IF LOCAL)_____

STEPS IN FOLLOW UP:

1. DETERMINE IF ERROR IN LISTING NUMBER_____
2. DETERMINE IF ERROR IN SPELLING_____
3. ATTEMPT TO CONTACT RECIPIENT BY PHONE_____
4. ATTEMPT TO CONTACT NEIGHBOR BY PHONE_____
5. ATTEMPT TO CONTACT PURCHASER BY PHONE_____

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COMPLAINT FORM

This is a sample of a Complaint Form used by some florists to assist them in getting all the necessary information so they act on the problem quickly. A system like this can help in the solution of problems that grow out of delivery complaints.

COMPLAINT FORM

DATE_____

ORIGINAL ORDER #_____ APPROX. TIME_____

ORDERED BY: _____

_____

PHONE:_____

DELIVERED TO: _____

_____

PHONE:_____

PROBLEM:

DELIVERED BY:_____CONTACTED_____

BEING CHECKED BY:_____

REPLACEMENT ORDER #_____

ADJUSTMENT:_____

_____

_____

ORIGINAL ITEM PICKED UP BY:_____DATE_____

Form 818
111066

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SOURCES OF REFERENCE MATERIALS

American Association for Vocational Instructional Materials
Engineering Center
Athens, GA 30602

Auburn University, School of Education
Dept. of Vocational, Technical and Practical Arts Education
Auburn, AL

Chevron Chemical Company
Ortho Books
P.O. Box 3744
San Francisco, CA 94119

Clemson University
Cooperative Extension Service
Clemson, SC 29631

Florists' Transworld Delivery Association
International Headquarters
29200 Northwestern Highway
P.O. Box 2227
Southfield, MI 48076

The Instructional Materials Laboratory
Trade and Industrial Education
The Ohio State University
Columbus, OH

New York State College of Agriculture and Life Sciences
Cornell University
Ithaca, NY

The Pennsylvania Horticulture Society
325 Walnut Street
Philadelphia, PA 19106

The Pennsylvania State University
College of Agriculture
Department of Agricultural Education
102 Ormsby Building
University Park, PA 16802

Society of American Florists
901 N. Washington Street
Alexandria, VA 22314

State Department of Education
Division of Vocational Education
Agricultural Education Service
Richmond, VA 23216

U.S. Government Printing Office
Superintendent of Documents
Washington, DC 20402

University of Georgia
Division of Vocational Education
Vocational Education Materials Center
Athens, GA 30602

University of Massachusetts
Cooperative Extension Service
Suburban Experiment Station
240 Beaver Street
Waltham, MA 02154

University of Texas at Austin
Instructional Materials Center
LCG-305
Austin, TX 78712

Vocational Education Productions
California Polytechnic State University
San Luis Obispo, CA 93401